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ABSTRACT

This Critical Success Factors Report is an accountability document for the North Carolina Community College System; it is also the result of a process undertaken to streamline and simplify accountability reporting by the community college system. The 12 performance measures for accountability, also labeled as the 12 core indicators of student success, include: (1) progress of students' basic skills; (2) passing rates on licensure and certification exams; (3) goal completion for program completers and noncompleters; (4) employment status of graduates; (5) performance of college transfer students; (6) developmental course passing rates; (7) success of developmental students in college level courses; (8) student satisfaction; (9) curriculum student retention and graduation; (10) employer satisfaction with graduates; (11) client satisfaction with customized training; and (12) program unduplicated headcount enrollment. Highlights include: (1) for the year 2000, 45 of the 58 community colleges met the required basic skills standard; (2) in 1999-2000, 40 community colleges met or exceeded the aggregate institutional passing rate of 80% on licensure and certificate examinations; (3) the system average for the employment of 1999-2000 graduates was 99.8%; and (4) for students who completed an associate degree in 1997-1998 and transferred to a University of North Carolina institution within 2 years, 78% had a GPA of 2.0 or greater after 2 semesters. (GC)

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2001 CRITICAL SUCCESS FACTORS

FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Twelfth Annual Report

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North Carolina Community College System
Planning & Research Section

April 2001

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NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Twelfth Annual Report

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CRITICAL SUCCESS FACTORS FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Twelfth Annual Report

INTRODUCTION

First mandated by the North Carolina General Assembly in 1989 (S.L. 1989; C. 752; S. 80), the Critical Success Factors Report has evolved into the major accountability document for the North Carolina Community College System. This twelfth annual report on the critical success factors is the result of a process undertaken to streamline and simplify accountability reporting by the community college system. The purpose of this report is twofold. First, this document is the means by which the community college system reports on performance measures, referred to as core indicators of success, for purposes of accountability and performance funding. Second, this document serves as an evaluation instrument for the System strategic plan.

Core Indicators of Success

In February 1999, the North Carolina State Board of Community Colleges adopted 12 performance measures for accountability. This action was taken in response to a mandate from the North Carolina General Assembly to review past performance measures and define standards of performance to ensure programs and services offered by community colleges in North Carolina were of sufficient quality. In addition, the General Assembly authorized the North Carolina Community College System to implement performance funding based on a subset of those 12 measures.

The 12 performance measures comprise the first of five factors reported in the Critical Success Factors Report. This factor is labeled "Core Indicators of Success," for it captures the essential elements of the mission of all community colleges in North Carolina. The measures focus primarily on student success and serve as the System's major public accountability tool.

System Strategic Plan

Under the leadership of President H. Martin Lancaster, the North Carolina Community College System embarked on a strategic planning process in January 1998. The purpose of the process was to develop a strategic plan that would focus the efforts of the system on a set

of strategic initiatives. The strategic plan is the vehicle that sets the strategic direction for the System and guides the development of the biennial budget requests.

The purpose of factors two through five of the Critical Success Factors Report is to monitor the progress of the system in achieving the objectives in the strategic plan and to report these achievements. The measures that comprise these factors are the evaluation of the strategic plan objectives. Unlike the measures comprising factor one, the measures included in factors two through five will change more frequently as new strategic plan objectives are developed. In addition, the measures in factors two through five are meant to be System measures, rather than individual college measures. When available, individual college data will be presented, but the intended focus of these measures is the success of the System in achieving some predefined level of achievement.

A matrix showing the factors and measures contained in the Critical Success Factors Report can be found on page 3.

Critical Success Factors and Measures, 2000-2001

Factor I: Core Indicators of Student Success	A. Progress of basic skills students (4.1)	B. Passing rates on licensure & certification exams	C. Goal completion for program completers and noncompleters (4.3)	D. Employment status of graduates	E. Performance of college transfer students	F. Developmental course passing rates	G. Success of developmental students in college level courses	H. Student satisfaction	I. Curriculum student retention and graduation (4.3, 4.4)	J. Employer satisfaction with graduates	K. Client satisfaction with customized training	L. Program unduplicated headcount enrollment
Factor II: Workforce Development	A. Percent of high demand occupations encompassed by training programs (1.1)	B. Percent of employers satisfied with NCCCS training programs (1.2)	C. Percent of Tech Prep students enrolling in a community college (1.3)	D. Number of new Associate Degree programs developed with UNC to meet specialized needs (1.4)	E. Number of employers & trainees served by: NEIT, FIT, Small Business Centers, customized training (8.2)	F. Number of individuals completing the train-the-trainer partnership training (6.2)	G. Number of college officials serving on Workforce Develop. Boards and Job Services Employer Committees (6.2)					
Factor III: Diverse Populations Learning Needs	A. Number and percent of dropouts annually served by literacy programs (4.1)	B. Number of GED=s and AHSD=s awarded compared to the number of dropouts statewide (4.1)	C. Percent of basic skills students and recent high school graduates enrolling in community colleges (4.2)	D. Unduplicated headcount in English as a Second Language (ESL) (6.1)	E. Number of colleges establishing partnerships to address needs of current and former welfare recipients (6.2)	F. Number of under represented students enrolled per category (6.3)	G. Percent of students receiving financial aid and amount of aid compared with cost of attendance (6.3)	H. Percent of population of service area enrolled (6.3)				
Factor IV: Resources	A. Percent of college libraries meeting ALA standards (11.3)	B. Total dollar amount of budget transfers between program areas made by community colleges (12.2)	C. Average faculty salaries as a percent of the SREB average (2.2)	D. Retention rate for full-time faculty with less than five years experience (2.1)	E. Number of faculty and staff participating in professional development activities (2.3)	F. Percent of facilities meeting the Asatisfactory@ building condition (3.3)	G. Ratio of occupational extension FTE dollar allotment to curriculum FTE dollar allotment (5.2)					
Factor V: Technology	A. Number of participants in internally-contracted professional development activities on technology based competencies	B. Number of participants in system sponsored instructional technology conferences (13.2)	C. Number of colleges participating in the NC virtual learning community (14.3)	D. Number of colleges connected to the North Carolina Information Highway (5.1)	E. Number of colleges possessing the FCC license for wireless cable systems (5.1)	F. Number of courses and programs offered via telecourse, wireless cable systems, the Internet, two way video, etc (5.1)	G. Number of courses offered through the NC virtual learning community (14.3)	H. Enrollment in courses offered through the NC virtual learning community (14.3)				

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Beginning in 1993, the State Board of Community Colleges began monitoring performance data on specific measures identified in the Critical Success Factors Report and in the Annual Program Review Report. Standards of performance were established for measures that were identified as being critical to ensure public accountability for programs and services.

In 1998, the North Carolina General Assembly directed the State Board of Community Colleges to undertake a review of all performance measures and standards with the intent of ensuring stronger public accountability. Concurrently, the General Assembly directed the State Board of Community Colleges to develop a plan for the implementation of performance funding.

As a result of efforts undertaken by the community college system, a set of 12 performance measures of accountability was adopted in February 1999. Recognizing the importance of these measures in the System's public accountability efforts, the Planning Council decided to designate the 12 measures as the System's core indicators of student success and include them as the first factor of the Critical Success Factors Report.

System summary data on each measure are presented in the report along with individual college performance data. A table is presented at the end of this section that summarizes, by measure, whether or not colleges met the performance standard. Any college not meeting a standard is required to submit to the State Board of Community Colleges an action plan for improving performance.

The Core Indicators of Student Success are:

A. Progress of basic skills students

B. Passing rates on licensure and certification examinations

C. Goal completion of completers and non-completers

D. Employment status of graduates

E. Performance of college transfer students

F. Passing rates of students in developmental courses

G. Success rate of developmental students in subsequent college-level courses

H. Satisfaction of program completers and non-completers

I. Curriculum student retention and graduation

J. Employer satisfaction with graduates

K. Client satisfaction with customized training

L. Program unduplicated headcount enrollment

CORE INDICATORS OF SUCCESS MEASURE A: ***Progress of Basic Skills Students***

Description/Definition—Basic skills students include all adult literacy students. Progress of basic skills students is a composite measure that includes the percent of students progressing within a level of literacy, the percent of students completing a level entered or a predetermined goal, and the percent of students completing the level entered and advancing to a higher level.

For some colleges, a significant number of basic skills classes are conducted in prisons. Since inmates are transferred out of educational programs by the prisons for a variety of reasons, the final composite measure is adjusted by excluding those inmates who are transferred out of the program prior to meeting any of the three criteria stated above.

Methodology and Data Source—The data on basic skills students are collected by the college providing the instruction and entered into the Literacy Education Information System (LEIS). Data on the progression of basic skills students are submitted to the North Carolina Community College System Office annually. The data are compiled by the System Office, and the composite measure and adjustment for each college are calculated.

Performance Standard—The standard for the progress of basic skills students is 75 percent for the adjusted composite measure. This measure is a required performance funding measure.

Results—For the year 1999-2000, 45 of the 58 community colleges met the required standard. The average composite measure for the System was 79 percent. The range in the adjusted composite measure was from a low of 58 percent to a high of 96 percent, with the largest range occurring within the category of "completed a level or goal." Three (3) colleges that did not meet the standard last year showed significant improvement in their performance this year even though they did not meet the standard.

SYSTEM SUMMARY OF PERCENTAGES IN PROGRESS OF BASIC SKILLS STUDENTS

YEAR	EXIT, NON-COMPLETER	PROGRESSING SAME LEVEL	COMPLETED LEVEL OR GOAL	ADVANCED NEXT LEVEL	COMPOSITE MEASURE	ADJUSTED COMPOSITE MEASURE
1996-97	22	34	32	12	NA	NA
1997-98	24	30	35	11	NA	NA
1998-99	24	26	37	13	76	78
1999-00	21	23	43	13	79	79

PERCENT OF BASIC SKILLS STUDENTS WHO PROGRESS TO ANOTHER LEVEL, 1999-2000

COLLEGE	TOTAL FTE	TOTAL SERVED IN LITERACY	COMPLETED A LEVEL or GOAL	PROGRESSING SAME LEVEL	EXIT NON-COMPLETERS	MOVED TO A HIGHER LEVEL	COMPOSITE PROGRESS PERCENT	COMPOSITE PROGRESS PERCENT (Inmates Transferred-Out Excluded)
Alamance CC	2,697	3,001	53%	29%	6%	12%	94%	94%
Asheville-Buncombe TCC	4,180	3,646	56%	18%	12%	14%	88%	88%
Beaufort County CC	1,675	1,242	39%	31%	24%	7%	76%	76%
Bladen CC	983	778	11%	52%	22%	14%	78%	77%
Blue Ridge CC	1,911	1,715	32%	26%	21%	21%	79%	79%
Brunswick CC	1,110	685	51%	21%	18%	10%	82%	82%
Caldwell CC & TI	2,916	2,760	47%	30%	6%	17%	94%	94%
Cape Fear CC	4,796	2,341	36%	27%	29%	9%	71%	71%
Carteret CC	1,452	886	33%	40%	23%	4%	77%	78%
Catawba Valley CC	3,265	3,781	66%	11%	12%	11%	88%	88%
Central Carolina CC	4,302	4,592	27%	36%	30%	6%	70%	70%
Central Piedmont CC	10,731	10,844	79%	8%	6%	7%	94%	94%
Cleveland CC	1,983	1,048	57%	15%	14%	14%	86%	85%
Coastal Carolina CC	4,041	5,610	63%	6%	12%	19%	88%	88%
College of the Albemarle	1,960	2,392	48%	21%	18%	13%	82%	83%
Craven CC	2,104	1,374	56%	21%	16%	7%	84%	84%
Davidson County CC	2,450	3,218	56%	11%	17%	16%	83%	83%
Durham TCC	3,682	4,701	18%	32%	42%	8%	58%	58%
Edgecombe CC	1,800	2,117	41%	25%	29%	5%	71%	73%
Fayetteville TCC	8,722	5,231	43%	24%	21%	12%	79%	79%
Forsyth TCC	5,144	5,975	61%	11%	17%	11%	83%	83%
Gaston College	3,522	3,604	14%	32%	33%	21%	67%	67%
Guilford TCC	6,771	7,520	33%	19%	37%	11%	63%	63%
Halifax CC	1,663	1,299	42%	30%	4%	24%	96%	96%
Haywood CC	1,564	1,116	61%	11%	11%	17%	89%	90%
Isothermal CC	2,049	2,063	33%	37%	11%	19%	89%	90%
James Sprunt CC	1,157	906	42%	15%	22%	21%	78%	78%
Johnston CC	2,943	1,798	39%	32%	25%	4%	75%	74%
Lenoir CC	2,472	2,510	40%	27%	22%	10%	78%	78%
Martin CC	1,000	1,273	33%	28%	20%	18%	80%	80%
Mayland CC	1,035	1,088	50%	13%	9%	27%	91%	91%
McDowell TCC	1,142	1,438	61%	13%	16%	10%	84%	84%
Mitchell CC	1,699	2,305	32%	32%	24%	12%	76%	76%
Montgomery CC	657	575	7%	48%	41%	5%	59%	59%
Nash CC	1,880	1,842	40%	24%	26%	10%	74%	75%
Pamlico CC	431	417	69%	9%	17%	6%	83%	84%
Piedmont CC	1,680	1,959	76%	5%	5%	14%	95%	95%
Pitt CC	4,281	2,620	22%	41%	29%	7%	71%	71%
Randolph CC	2,060	1,910	43%	22%	26%	9%	74%	74%
Richmond CC	1,844	3,277	55%	18%	15%	12%	85%	84%
Roanoke-Chowan CC	886	729	11%	50%	28%	11%	72%	73%
Robeson CC	2,611	2,604	51%	18%	21%	10%	79%	79%
Rockingham CC	1,915	2,137	41%	21%	21%	17%	79%	79%
Rowan Cabarrus CC	3,851	2,744	27%	34%	28%	11%	72%	72%
Sampson CC	1,539	1,108	25%	19%	29%	27%	71%	72%
Sandhills CC	3,342	2,333	30%	34%	22%	14%	78%	79%
South Piedmont CC	1,502	2,134	20%	29%	21%	29%	79%	80%
Southeastern CC	2,319	1,817	34%	22%	25%	19%	75%	78%
Southwestern CC	1,945	1,488	29%	32%	22%	17%	78%	78%
Stanly CC	1,474	1,171	42%	29%	21%	8%	79%	79%
Surry CC	2,876	1,985	44%	24%	23%	8%	77%	78%
Tri-County CC	1,054	553	62%	6%	7%	25%	93%	93%
Vance-Granville CC	3,464	3,360	30%	29%	25%	16%	75%	76%
Wake TCC	8,292	9,775	23%	32%	34%	11%	66%	67%
Wayne CC	3,095	2,737	65%	5%	10%	20%	90%	90%
Western Piedmont CC	2,396	3,362	47%	19%	18%	16%	82%	82%
Wilkes CC	2,345	2,040	49%	18%	16%	17%	84%	84%
Wilson TCC	1,740	1,728	10%	57%	25%	8%	75%	75%
System Totals	158,400	151,262	43%	23%	21%	13%	79%	79%

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CORE INDICATORS OF SUCCESS MEASURE B: ***Passing Rates on Licensure & Certification Examinations***

Description/Definition—The percentage of first-time test takers from community colleges passing an examination required for North Carolina licensure or certification prior to practicing the profession. A licensure requirement for an occupation is one that is required by state statute for an individual to work in that occupation. Certification is generally voluntary but may be required by employers or an outside accrediting agency. Purely voluntary examinations are not reported.

Methodology and Data Source—Data are collected by the Planning and Research Section of the North Carolina Community College System Office from the agencies issuing the license or certification. Examination data are reported only for those licensure/certification exams for which data are available from the licensure/certification agencies; data are not collected from the colleges on this measure. The data for most examinations are reported on an academic year; however, the data on nursing, emergency medical technician and insurance are reported on the calendar year. (Note: Data on insurance was not available this year.)

Passing rates, if not provided, are calculated by dividing the number of persons who successfully pass an examination the first time they take the exam by the number of persons who sit for the exam for the first time. An aggregate institutional passing rate is calculated by dividing the total number of first-time test takers for all reported examinations by the total number of persons who sit for the exam for the first time. For privacy and statistical validity, no examination data are reported when the number of first-time test takers is fewer than 10 persons.

Performance Standard—There are two standards that must be met for this measure. First, the performance standard for the aggregate institutional passing rate is 80 percent. Second, the minimum accepted performance on any single reported examination is 70 percent. This measure is required for performance funding.

Results—In 1999-2000, 40 community colleges met or exceeded the aggregate institutional passing rate of 80 percent, and 13 community colleges met the minimum accepted performance level of 70 percent on all reported licensure examinations. Eleven (11) community colleges met both standards and thus met the overall requirement for the measure "passing rates on licensure and certification examinations." Thirteen (13) colleges that did not meet the standard this year demonstrated significant improvement over last year's reported performance.

PERCENTAGE OF COMMUNITY COLLEGE STUDENTS PASSING LICENSING AND CERTIFICATION EXAMINATIONS (FIRST-TIME TEST TAKERS ONLY)

FIELD	NUMBER OF STUDENTS TAKING EXAM	% PASSING EXAM
Aviation Maintenance		
General	11	100
Airframe 1	11	100
Power Plant	7	100
Basic Law Enforcement Trng.	1,563	95
Cosmetic Arts		
Apprentice	351	83
Cosmetology	413	71
Cosmetology Teacher	15	100
Manicurist	240	82
Dental Hygiene	129	95
Emergency Medical Technician (EMT)		
EMT	2,673	77
EMT-D	948	94
EMT-I	651	74
EMT-P	287	92
EMD	60	85
Insurance		
Life and Health	Data not available	
Property and Liability	Data not available	
Medicaid/Medicare Supp.	Data not available	
Nursing		
RN	1,344	87
PN	789	92
Opticianry	3	67
Physical Therapist Assistant	142	68
Radiologic Technology		
Nuclear Medicine Technology	6	83
Radiation Therapy Technology	10	90
Radiography	319	93
Real Estate		
Broker	67	61
Sales	732	60
Veterinary Medical Technology	50	94

AGGREGATE INSTITUTIONAL PASSING RATE AND NUMBER OF EXAMS WITH A PASSING RATE < 70%

COLLEGE	TOTAL FTE	TOTAL NUMBER OF TEST TAKERS	TOTAL NUMBER PASSING	AGGREGATE INSTITUTIONAL PASSING RATE	NUMBER OF EXAMS WITH A PASSING RATE < 70%
Alamance CC	2,697	140	106	76%	1
Asheville-Buncombe TCC	4,180	323	305	94%	0
Beaufort County CC	1,675	181	152	84%	2
Bladen CC	983	49	39	80%	1
Blue Ridge CC	1,911	181	153	85%	1
Brunswick CC	1,110	152	115	76%	2
Caldwell CC & TI	2,916	268	226	84%	1
Cape Fear CC	4,796	277	259	94%	1
Carteret CC	1,452	100	91	91%	1
Catawba Valley CC	3,265	320	290	91%	1
Central Carolina CC	4,302	312	262	84%	2
Central Piedmont CC	10,731	479	406	85%	1
Cleveland CC	1,983	90	72	80%	1
Coastal Carolina CC	4,041	236	207	88%	1
College of The Albemarle	1,960	89	75	84%	2
Craven CC	2,104	162	140	86%	0
Davidson County CC	2,450	209	169	81%	0
Durham TCC	3,682	513	452	88%	1
Edgecombe CC	1,800	46	38	83%	1
Fayetteville TCC	8,722	331	284	86%	2
Forsyth TCC	5,144	474	431	91%	0
Gaston College	3,522	206	164	80%	2
Guilford TCC	6,771	435	363	83%	3
Halifax CC	1,663	26	19	73%	0
Haywood CC	1,564	152	115	76%	2
Isothermal CC	2,049	101	82	81%	1
James Sprunt CC	1,157	109	77	71%	3
Johnston CC	2,943	189	161	85%	1
Lenoir CC	2,472	192	158	82%	3
Martin CC	1,000	106	72	68%	2
Mayland CC	1,035	115	69	60%	3
McDowell TCC	1,142	80	65	81%	1
Mitchell CC	1,699	129	87	67%	1
Montgomery CC	657	41	30	73%	1
Nash CC	1,880	219	176	80%	2
Pamlico CC	431	23	19	83%	0
Piedmont CC	1,680	52	35	67%	1
Pitt CC	4,281	191	160	84%	1
Randolph CC	2,060	166	129	78%	2
Richmond CC	1,844	30	30	100%	0
Roanoke-Chowan CC	886	68	50	74%	1
Robeson CC	2,611	261	225	86%	0
Rockingham CC	1,915	137	103	75%	2
Rowan-Cabarrus CC	3,851	394	335	85%	2
Sampson CC	1,539	205	176	86%	0
Sandhills CC	3,342	205	176	86%	2
South Piedmont CC	1,502	37	29	78%	0
Southeastern CC	2,319	197	162	82%	0
Southwestern CC	1,945	190	158	83%	2
Stanly CC	1,474	165	137	83%	1
Surry CC	2,876	191	141	74%	2
Tri-County CC	1,054	128	102	80%	0
Vance-Granville CC	3,464	252	188	75%	5
Wake TCC	8,292	427	373	87%	1
Wayne CC	3,095	202	181	89%	1
Western Piedmont CC	2,396	143	118	83%	1
Wilkes CC	2,345	135	101	75%	2
Wilson TCC	1,740	111	97	87%	0
System Totals	158,399	10,942	9,135	83%	

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PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1999-2000

--AVIATION--

FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	GENERAL		AIRFRAME		POWER PLANT	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,697						
Asheville-Buncombe TCC	4,180						
Beaufort County CC	1,675						
Bladen CC	983						
Blue Ridge CC	1,911						
Brunswick CC	1,110						
Caldwell CC & TI	2,916						
Cape Fear CC	4,796						
Carteret CC	1,452						
Catawba Valley CC	3,265						
Central Carolina CC	4,302						
Central Piedmont CC	10,731						
Cleveland CC	1,983						
Coastal Carolina CC	4,041						
College of The Albemarle	1,960						
Craven CC	2,104						
Davidson County CC	2,450						
Durham TCC	3,682						
Edgecombe CC	1,800						
Fayetteville TCC	8,722						
Forsyth TCC	5,144						
Gaston College	3,522						
Guilford TCC	6,771	**	**	**	**	**	**
Halifax CC	1,663						
Haywood CC	1,564						
Isothermal CC	2,049						
James Sprunt CC	1,157						
Johnston CC	2,943						
Lenoir CC	2,472						
Martin CC	1,000						
Mayland CC	1,035						
McDowell TCC	1,142						
Mitchell CC	1,699						
Montgomery CC	657						
Nash CC	1,880						
Pamlico CC	431						
Piedmont CC	1,680						
Pitt CC	4,281						
Randolph CC	2,060						
Richmond CC	1,844						
Roanoke-Chowan CC	886						
Robeson CC	2,611						
Rockingham CC	1,915						
Rowan-Cabarrus CC	3,851						
Sampson CC	1,539						
Sandhills CC	3,342						
South Piedmont CC	1,502						
Southeastern CC	2,319						
Southwestern CC	1,945						
Stanly CC	1,474						
Surry CC	2,876						
Tri-County CC	1,054						
Vance-Granville CC	3,464						
Wake TCC	8,292						
Wayne CC	3,095	11	100	11	100	*	*
Western Piedmont CC	2,396						
Wilkes CC	2,345						
Wilson TCC	1,740						
System Totals	158,399	11	100	11	100	*	*

*Number too small to report without violating students' privacy.

**Data are not available.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1999-2000
--BASIC LAW ENFORCEMENT TRAINING--
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	BLET # TESTED	BLET % PASSED
Alamance CC	2,697		
Asheville-Buncombe TCC	4,180	63	97
Beaufort County CC	1,675	49	100
Bladen CC	983	10	100
Blue Ridge CC	1,911	*	*
Brunswick CC	1,110	31	77
Caldwell CC & TI	2,916	28	100
Cape Fear CC	4,796	92	100
Carteret CC	1,452	37	97
Catawba Valley CC	3,265	20	100
Central Carolina CC	4,302	40	88
Central Piedmont CC	10,731	24	100
Cleveland CC	1,983	21	100
Coastal Carolina CC	4,041	34	82
College of The Albemarle	1,960	27	96
Craven CC	2,104	35	97
Davidson County CC	2,450	47	77
Durham TCC	3,682	38	100
Edgecombe CC	1,800		
Fayetteville TCC	8,722	66	98
Forsyth TCC	5,144	19	100
Gaston College	3,522	42	98
Guilford TCC	6,771	41	93
Halifax CC	1,663	*	*
Haywood CC	1,564		
Isothermal CC	2,049	27	96
James Sprunt CC	1,157	*	*
Johnston CC	2,943	30	87
Lenoir CC	2,472	19	100
Martin CC	1,000	28	93
Mayland CC	1,035	21	81
McDowell TCC	1,142	15	100
Mitchell CC	1,699	33	97
Montgomery CC	657		
Nash CC	1,880		
Pamlico CC	431		
Piedmont CC	1,680		
Pitt CC	4,281	47	98
Randolph CC	2,060	28	93
Richmond CC	1,844		
Roanoke-Chowan CC	886		
Robeson CC	2,611	33	100
Rockingham CC	1,915	22	100
Rowan-Cabarrus CC	3,851	41	100
Sampson CC	1,539	29	86
Sandhills CC	3,342	68	97
South Piedmont CC	1,502		
Southeastern CC	2,319	23	87
Southwestern CC	1,945	45	98
Stanly CC	1,474	41	90
Surry CC	2,876	18	100
Tri-County CC	1,054		
Vance-Granville CC	3,464	22	100
Wake TCC	8,292	55	98
Wayne CC	3,095	29	100
Western Piedmont CC	2,396	35	97
Wilkes CC	2,345	27	100
Wilson TCC	1,740	39	95
System Totals	158,399	1,563	95

*Number too small to report without violating students' privacy.

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PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1999-2000
--COSMETIC ARTS--
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	APPRENTICE		COSMETOLOGY		COS. TEACHER		MANICURIST	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,697	27	89						
Asheville-Buncombe TCC	4,180								
Beaufort County CC	1,675	*	*	15	60				
Bladen CC	983	*	*	*	*				
Blue Ridge CC	1,911	20	85	15	100			*	*
Brunswick CC	1,110	12	92	*	*			*	*
Caldwell CC & TI	2,916	16	81	*	*			10	80
Cape Fear CC	4,796	*	*	*	*			11	91
Carteret CC	1,452	*	*	*	*	*	*	*	*
Catawba Valley CC	3,265								
Central Carolina CC	4,302	44	89	19	68	*	*	15	93
Central Piedmont CC	10,731								
Cleveland CC	1,983			*	*				
Coastal Carolina CC	4,041	*	*	26	73	*	*	17	94
College of The Albemarle	1,960	*	*					*	*
Craven CC	2,104	17	82	*	*				
Davidson County CC	2,450	*	*	*	*			17	82
Durham TCC	3,682								
Edgecombe CC	1,800	*	*	12	67				
Fayetteville TCC	8,722								
Forsyth TCC	5,144								
Gaston College	3,522								
Guilford TCC	6,771	10	80	*	*	*	*		
Halifax CC	1,663	*	*						
Haywood CC	1,564			15	87			16	94
Isothermal CC	2,049	10	90	*	*				
James Sprunt CC	1,157	*	*	13	54			*	*
Johnston CC	2,943	20	95	*	*			*	*
Lenoir CC	2,472	15	53	13	68			21	86
Martin CC	1,000			*	*				
Mayland CC	1,035	11	91	*	*			*	*
McDowell TCC	1,142	*	*	11	91	*	*	*	*
Mitchell CC	1,699								
Montgomery CC	657								
Nash CC	1,880	*	*	16	44			*	*
Pamlico CC	431								
Piedmont CC	1,680	*	*	*	*				
Pitt CC	4,281								
Randolph CC	2,060								
Richmond CC	1,844								
Roanoke-Chowan CC	886	*	*	11	27				
Robeson CC	2,611	*	*	37	70			*	*
Rockingham CC	1,915	*	*	*	*				
Rowan-Cabarrus CC	3,851	*	*	35	69	*	*	23	91
Sampson CC	1,539	15	87	*	*	*	*	*	*
Sandhills CC	3,342	*	*	*	*			*	*
South Piedmont CC	1,502								
Southeastern CC	2,319	*	*	*	*			*	*
Southwestern CC	1,945			10	100			*	*
Stanly CC	1,474	*	*	*	*			28	71
Surry CC	2,876			16	81	*	*	*	*
Tri-County CC	1,054	*	*	*	*			*	*
Vance-Granville CC	3,464	17	53	42	41	*	*	*	*
Wake TCC	8,292								
Wayne CC	3,095								
Western Piedmont CC	2,396								
Wilkes CC	2,345	13	85	*	*	*	*	*	*
Wilson TCC	1,740								
System Totals	158,399	351	83	413	71	15	100	240	82

*Number too small to report without violating students' privacy

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1999-2000
DENTAL HYGIENE--PHYSICAL THERAPIST ASSISTANT
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	DENTAL HYGIENE		PHY. THERAPIST ASST.	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,697				
Asheville-Buncombe TCC	4,180	16	94		
Beaufort County CC	1,675				
Bladen CC	983				
Blue Ridge CC	1,911				
Brunswick CC	1,110				
Caldwell CC & TI	2,916			21	71
Cape Fear CC	4,796				
Carteret CC	1,452				
Catawba Valley CC	3,265	12	92		
Central Carolina CC	4,302				
Central Piedmont CC	10,731	23	100	21	67
Cleveland CC	1,983				
Coastal Carolina CC	4,041	12	100		
College of The Albemarle	1,960				
Craven CC	2,104				
Davidson County CC	2,450				
Durham TCC	3,682				
Edgecombe CC	1,800				
Fayetteville TCC	8,722	20	100	13	92
Forsyth TCC	5,144				
Gaston College	3,522				
Guilford TCC	6,771	29	86	12	67
Halifax CC	1,663				
Haywood CC	1,564				
Isothermal CC	2,049				
James Sprunt CC	1,157				
Johnston CC	2,943				
Lenoir CC	2,472				
Martin CC	1,000			31	65
Mayland CC	1,035				
McDowell TCC	1,142				
Mitchell CC	1,699				
Montgomery CC	657				
Nash CC	1,880			16	100
Pamlico CC	431				
Piedmont CC	1,680				
Pitt CC	4,281				
Randolph CC	2,060				
Richmond CC	1,844				
Roanoke-Chowan CC	886				
Robeson CC	2,611				
Rockingham CC	1,915				
Rowan-Cabarrus CC	3,851				
Sampson CC	1,539				
Sandhills CC	3,342				
South Piedmont CC	1,502				
Southeastern CC	2,319				
Southwestern CC	1,945			12	33
Stanly CC	1,474			16	50
Surry CC	2,876				
Tri-County CC	1,054				
Vance-Granville CC	3,464				
Wake TCC	8,292				
Wayne CC	3,095	17	94		
Western Piedmont CC	2,396				
Wilkes CC	2,345				
Wilson TCC	1,740				
System Totals	158,399	129	95	142	68

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2000
--EMERGENCY MEDICAL TECHNICIAN (EMT)--
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	EMT		EMT-D		EMT-I		EMT-P		EMD	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,697	43	77			*	*				
Asheville-Buncombe TCC	4,180	76	94	37	97	12	83	11	100	*	*
Beaufort County CC	1,675	46	76	20	95	11	36				
Bladen CC	983	10	60			*	*				
Blue Ridge CC	1,911	43	77	33	97			*	*		
Brunswick CC	1,110	38	66	15	87	22	59				
Caldwell CC & TI	2,916	73	78	*	*	*	*	*	*		
Cape Fear CC	4,796	81	86	*	*	*	*	*	*		
Carteret CC	1,452	*	*	*	*	10	50				
Catawba Valley CC	3,265	117	96	99	95	12	83	12	83	15	87
Central Carolina CC	4,302	40	80	38	87	11	73	*	*		
Central Piedmont CC	10,731	141	89	99	95			*	*		
Cleveland CC	1,983	44	77								
Coastal Carolina CC	4,041	65	92			14	100	*	*		
College of The Albemarle	1,960	18	50								
Craven CC	2,104	19	74	16	88	19	84	*	*		
Davidson County CC	2,450	37	70			34	79	11	100		
Durham TCC	3,682	187	83								
Edgecombe CC	1,800	*	*			*	*				
Fayetteville TCC	8,722	53	56	40	95	22	80	*	*		
Forsyth TCC	5,144	213	89	125	98						
Gaston College	3,522	43	49	14	100	12	79	*	*		
Guilford TCC	6,771	114	86	56	96	15	75	12	67		
Halifax CC	1,663	*	*								
Haywood CC	1,564	35	71	*	*	26	58	*	*	12	67
Isothermal CC	2,049	11	91					*	*		
James Sprunt CC	1,157	14	43	*	*	13	69				
Johnston CC	2,943	32	63			14	71	*	*		
Lenoir CC	2,472	50	77			34	90	12	67		
Martin CC	1,000	32	47	*	*	*	*				
Mayland CC	1,035	15	60			18	17				
McDowell TCC	1,142	18	61			*	*				
Mitchell CC	1,699	16	75			11	91				
Montgomery CC	657	12	39			*	*	*	*		
Nash CC	1,880	54	83	74	91	19	74	14	71		
Pamlico CC	431	*	*	12	83	*	*				
Piedmont CC	1,680	16	44			*	*				
Pitt CC	4,281	35	66	*	*	13	92				
Randolph CC	2,060	40	70	14	93	21	67	18	94		
Richmond CC	1,844										
Roanoke-Chowan CC	886	10	70	14	86						
Robeson CC	2,611	40	88	42	88	26	96	12	100		
Rockingham CC	1,915	40	63	10	80	16	31	*	*		
Rowan-Cabarrus CC	3,851	98	73	31	97	15	67	17	100		
Sampson CC	1,539	25	84	15	87	15	73				
Sandhills CC	3,342	28	62			*	*	*	*		
South Piedmont CC	1,502	18	89	*	*	*	*				
Southeastern CC	2,319	58	79	18	94	*	*	*	*		
Southwestern CC	1,945	48	78			10	50	*	*		
Stanly CC	1,474	20	75	*	*	*	*				
Surry CC	2,876	19	89			26	65				
Tri-County CC	1,054	25	80	*	*	12	75	13	92		
Vance-Granville CC	3,464	39	54			14	100	20	95		
Wake TCC	8,292	167	84	42	100	42	84	12	86		
Wayne CC	3,095	43	67	22	100	17	71	*	*		
Western Piedmont CC	2,396	24	67	14	93	*	*			31	87
Wilkes CC	2,345	24	67			17	77				
Wilson TCC	1,740	34	71			*	*	*	*		
System Totals	158,399	2,673	77	948	94	651	74	287	92	60	85

*Number too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2000

--NURSING--

FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	PRACTICAL NURSING		REGISTERED NURSING	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,697	*	*	30	87
Asheville-Buncombe TCC	4,180	35	97	44	89
Beaufort County CC	1,675	16	88	21	90
Bladen CC	983	21	90		
Blue Ridge CC	1,911			23	87
Brunswick CC	1,110	22	95		
Caldwell CC & TI	2,916	28	100	29	86
Cape Fear CC	4,796	14	100	24	100
Carteret CC	1,452	14	93		
Catawba Valley CC	3,265			29	97
Central Carolina CC	4,302	33	91	32	69
Central Piedmont CC	10,731			35	77
Cleveland CC	1,983	*	*		
Coastal Carolina CC	4,041	16	100	24	92
College of The Albemarle	1,960	*	*	22	100
Craven CC	2,104	10	90	25	84
Davidson County CC	2,450	11	91	36	92
Durham TCC	3,682	21	76	23	96
Edgecombe CC	1,800				
Fayetteville TCC	8,722	16	94	46	96
Forsyth TCC	5,144	24	100	62	82
Gaston College	3,522	18	94	28	96
Guilford TCC	6,771	44	91	32	88
Halifax CC	1,663				
Haywood CC	1,564	*	*	13	100
Isothermal CC	2,049	25	76		
James Sprunt CC	1,157	21	81	23	70
Johnston CC	2,943	13	100	23	100
Lenoir CC	2,472	*	*	19	95
Martin CC	1,000				
Mayland CC	1,035	15	100	22	50
McDowell TCC	1,142	16	88		
Mitchell CC	1,699			35	94
Montgomery CC	657	19	84		
Nash CC	1,880				
Pamlico CC	431				
Piedmont CC	1,680	*	*	12	100
Pitt CC	4,281			49	78
Randolph CC	2,060	*	*	27	78
Richmond CC	1,844			30	100
Roanoke-Chowan CC	886	12	100	19	74
Robeson CC	2,611	33	91	37	70
Rockingham CC	1,915	19	79	14	93
Rowan-Cabarrus CC	3,851	21	95	50	84
Sampson CC	1,539	23	91	26	88
Sandhills CC	3,342	20	90	24	96
South Piedmont CC	1,502	*	*		
Southeastern CC	2,319	18	100	44	88
Southwestern CC	1,945	10	100	*	*
Stanly CC	1,474	14	100	21	95
Surry CC	2,876	23	78	41	85
Tri-County CC	1,054	*	*	10	90
Vance-Granville CC	3,464	17	65	26	96
Wake TCC	8,292			45	100
Wayne CC	3,095	12	100	18	100
Western Piedmont CC	2,396			29	86
Wilkes CC	2,345			25	76
Wilson TCC	1,740	19	100	*	*
Foothills Nursing Consortium				25	88
NEWH Nursing Consortium		53	99	58	79
Region A Nursing Consortium		20	100	29	93
System Totals	158,399	789	92	1,344	87

*Number too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1999-2000
OPTICIANRY--VETERINARY MEDICAL TECHNOLOGY
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	OPTICIANRY		VET. MED. TECH.	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,697				
Asheville-Buncombe TCC	4,180				
Beaufort County CC	1,675				
Bladen CC	983				
Blue Ridge CC	1,911				
Brunswick CC	1,110				
Caldwell CC & TI	2,916				
Cape Fear CC	4,796				
Carteret CC	1,452				
Catawba Valley CC	3,265				
Central Carolina CC	4,302			26	96
Central Piedmont CC	10,731				
Cleveland CC	1,983				
Coastal Carolina CC	4,041				
College of The Albemarle	1,960				
Craven CC	2,104				
Davidson County CC	2,450				
Durham TCC	3,682	*	*		
Edgecombe CC	1,800				
Fayetteville TCC	8,722				
Forsyth TCC	5,144				
Gaston College	3,522			24	92
Guilford TCC	6,771				
Halifax CC	1,663				
Haywood CC	1,564				
Isothermal CC	2,049				
James Sprunt CC	1,157				
Johnston CC	2,943				
Lenoir CC	2,472				
Martin CC	1,000				
Mayland CC	1,035				
McDowell TCC	1,142				
Mitchell CC	1,699				
Montgomery CC	657				
Nash CC	1,880				
Pamlico CC	431				
Piedmont CC	1,680				
Pitt CC	4,281				
Randolph CC	2,060				
Richmond CC	1,844				
Roanoke-Chowan CC	886				
Robeson CC	2,611				
Rockingham CC	1,915				
Rowan-Cabarrus CC	3,851				
Sampson CC	1,539				
Sandhills CC	3,342				
South Piedmont CC	1,502				
Southeastern CC	2,319				
Southwestern CC	1,945				
Stanly CC	1,474				
Surry CC	2,876				
Tri-County CC	1,054				
Vance-Granville CC	3,464				
Wake TCC	8,292				
Wayne CC	3,095				
Western Piedmont CC	2,396				
Wilkes CC	2,345				
Wilson TCC	1,740				
System Totals	158,399	3	67	50	94

*Number too small to report without violating students' privacy.

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PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1999-2000
RADIOGRAPHY--NUCLEAR MEDICINE TECHNOLOGY--
RADIATION THERAPY TECHNOLOGY
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	RADIOGRAPHY		NUC. MED. TECH.		RAD. THER. TECH.	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,697						
Asheville-Buncombe TCC	4,180	27	96				
Beaufort County CC	1,675						
Bladen CC	983						
Blue Ridge CC	1,911						
Brunswick CC	1,110						
Caldwell CC & TI	2,916	22	95	*	*		
Cape Fear CC	4,796	13	100				
Carteret CC	1,452	11	91				
Catawba Valley CC	3,265						
Central Carolina CC	4,302						
Central Piedmont CC	10,731						
Cleveland CC	1,983	*	*				
Coastal Carolina CC	4,041						
College of The Albemarle	1,960						
Craven CC	2,104						
Davidson County CC	2,450						
Durham TCC	3,682						
Edgecombe CC	1,800	19	95				
Fayetteville TCC	8,722	19	100				
Forsyth TCC	5,144	26	77	*	*	*	*
Gaston College	3,522						
Guilford TCC	6,771						
Halifax CC	1,663						
Haywood CC	1,564						
Isothermal CC	2,049						
James Sprunt CC	1,157						
Johnston CC	2,943	32	100				
Lenoir CC	2,472						
Martin CC	1,000						
Mayland CC	1,035						
McDowell TCC	1,142						
Mitchell CC	1,699						
Montgomery CC	657						
Nash CC	1,880						
Pamlico CC	431						
Piedmont CC	1,680						
Pitt CC	4,281	27	89			*	*
Randolph CC	2,060						
Richmond CC	1,844						
Roanoke-Chowan CC	886						
Robeson CC	2,611						
Rockingham CC	1,915						
Rowan-Cabarrus CC	3,851	19	95				
Sampson CC	1,539						
Sandhills CC	3,342	19	100				
South Piedmont CC	1,502						
Southeastern CC	2,319						
Southwestern CC	1,945	28	89				
Stanly CC	1,474						
Surry CC	2,876						
Tri-County CC	1,054						
Vance-Granville CC	3,464	34	83				
Wake TCC	8,292	19	100				
Wayne CC	3,095						
Western Piedmont CC	2,396						
Wilkes CC	2,345						
Wilson TCC	1,740						
System Totals	158,399	319	93	6	83	10	90

*Number too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1999-2000
--REAL ESTATE--
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	SALES		BROKER	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,697	23	35	*	*
Asheville-Buncombe TCC	4,180				
Beaufort County CC	1,675				
Bladen CC	983				
Blue Ridge CC	1,911	28	68		
Brunswick CC	1,110				
Caldwell CC & TI	2,916	16	50		
Cape Fear CC	4,796	10	50	*	*
Carteret CC	1,452	*	*		
Catawba Valley CC	3,265	14	57		
Central Carolina CC	4,302	*	*		
Central Piedmont CC	10,731	115	71	14	71
Cleveland CC	1,983	15	53		
Coastal Carolina CC	4,041	17	53	*	*
College of The Albemarle	1,960	*	*		
Craven CC	2,104	*	*	*	*
Davidson County CC	2,450				
Durham TCC	3,682	21	71	13	46
Edgecombe CC	1,800				
Fayetteville TCC	8,722	26	65	*	*
Forsyth TCC	5,144				
Gaston College	3,522	21	43		
Guilford TCC	6,771	55	62	*	*
Halifax CC	1,663	*	*		
Haywood CC	1,564	16	44		
Isothermal CC	2,049	16	50		
James Sprunt CC	1,157	*	*		
Johnston CC	2,943	*	*		
Lenoir CC	2,472	*	*	*	*
Martin CC	1,000	*	*		
Mayland CC	1,035	*	*		
McDowell TCC	1,142				
Mitchell CC	1,699	33	67	*	*
Montgomery CC	657				
Nash CC	1,880	18	67		
Pamlico CC	431				
Piedmont CC	1,680	*	*		
Pitt CC	4,281	*	*		
Randolph CC	2,060	14	50	*	*
Richmond CC	1,844				
Roanoke-Chowan CC	886				
Robeson CC	2,611				
Rockingham CC	1,915				
Rowan-Cabarrus CC	3,851	30	93	*	*
Sampson CC	1,539				
Sandhills CC	3,342	20	50		
South Piedmont CC	1,502				
Southeastern CC	2,319	*	*		
Southwestern CC	1,945	*	*	*	*
Stanly CC	1,474				
Surry CC	2,876	36	42	*	*
Tri-County CC	1,054	40	70	*	*
Vance-Granville CC	3,464	16	63		
Wake TCC	8,292	42	62	*	*
Wayne CC	3,095	*	*		
Western Piedmont CC	2,396	*	*	*	*
Wilkes CC	2,345	16	19		
Wilson TCC	1,740	*	*		
System Totals	158,399	732	60	67	61

*Number too small to report without violating students' privacy

CORE INDICATORS OF SUCCESS MEASURE C: ***Goal Completion of Completers and Non-Completers***

Description/Definition—The proportion of graduates of certificate, diploma, and degree programs and the proportion of students who exit a community college without completing a formal award who report that their primary goal in attending has been met.

Methodology and Data Source—The data are collected by survey, with each college using a standard set of questions. A response rate of 50 percent or a statistically significant sample size will be necessary for the data to be used for performance funding. A minimum of 15 respondents will be required to report the data at the institutional level.

Performance Standard—The performance standard for percent of completers and non-completers who achieve their goal is 90 percent. This measure is a required performance funding measure.

Results—For 1999-2000, 25 of the 58 community colleges met the performance standard. Data were not available for one college. Eleven (11) colleges had too few respondents to the survey to be eligible for performance funding. The System average was 99 percent of completers reporting that they achieved their goal, whereas 64 percent of non-completers reported that they achieved their goal.

Issue: The original standard of 90 percent was intended to apply to goal completion of graduates only. When this measure was expanded to include non-completers, the performance standard was not adjusted. The State Board of Community Colleges will review information collected this year relative to this measure to determine if the standard is valid or needs adjustment.

PERCENT OF COMPLETERS AND NON-COMPLETERS WHO REPORT MEETING THEIR GOAL FOR ATTENDING A COMMUNITY COLLEGE, 1999-2000

		NON-COMPLETERS		COMPLETERS		TOTAL	
COLLEGE	TOTAL FTE	NUMBER	PERCENT COMPLETED GOAL	NUMBER	PERCENT COMPLETED GOAL	NUMBER	PERCENT COMPLETED GOAL
Alamance CC	2,697	127	57	233	98	360	84
Asheville-Buncombe TCC	4,180	160	69	396	100	556	91
Beaufort County CC	1,675	58	69	129	100	187	90
Bladen CC	983	87	85	41	98	128	89*
Blue Ridge CC	1,911	78	74	165	99	243	91
Brunswick CC	1,110	20	80	28	100	48	92*
Caldwell CC & TI	2,916	73	60	271	99	344	90
Cape Fear CC	4,796	61	46	439	98	500	92
Carteret CC	1,452	116	55	87	98	203	73
Catawba Valley CC	3,265	48	79	45	100	93	89*
Central Carolina CC	4,302	184	52	143	99	327	72
Central Piedmont CC	10,731	256	77	340	100	596	90
Cleveland CC	1,983	223	90	174	99	397	94
Coastal Carolina CC	4,041	134	46	426	99	560	86
College of The Albemarle	1,960	210	59	203	99	413	78
Craven CC	2,104	72	54	129	99	201	83
Davidson County CC	2,450	77	57	149	97	226	84
Durham TCC	3,682	57	81	221	99	278	95
Edgecombe CC	1,800	*	*	84	99	92	95*
Fayetteville TCC	8,722	328	59	187	99	515	74
Forsyth TCC	5,144	no data	no data	290	100	no data	no data
Gaston College	3,522	92	61	315	100	407	91
Guilford TCC	6,771	319	61	306	100	625	80
Halifax CC	1,663	112	54	105	100	217	76
Haywood CC	1,564	118	58	144	100	262	81
Isothermal CC	2,049	114	73	171	98	285	88
James Sprunt CC	1,157	76	50	102	100	178	79
Johnston CC	2,943	82	57	103	99	185	81*
Lenoir CC	2,472	228	59	172	100	400	77
Martin CC	1,000	81	57	72	100	153	77
Mayland CC	1,035	33	67	103	100	136	92
McDowell TCC	1,142	64	84	102	100	166	94
Mitchell CC	1,699	58	62	113	100	171	87*
Montgomery CC	657	59	59	90	98	149	83
Nash CC	1,880	49	55	34	97	83	72*
Pamlico CC	431	43	85	32	100	75	92*
Piedmont CC	1,680	115	70	92	100	207	83
Pitt CC	4,281	256	53	237	99	493	75
Randolph CC	2,060	170	76	160	99	330	87
Richmond CC	1,844	70	59	133	100	203	86
Roanoke-Chowan CC	886	36	67	95	95	131	95*
Robeson CC	2,611	79	78	125	100	204	92
Rockingham CC	1,915	77	65	196	99	273	90
Rowan-Cabarrus CC	3,851	172	70	159	98	331	83
Sampson CC	1,539	143	87	90	100	233	92
Sandhills CC	3,342	114	49	115	99	229	74
South Piedmont CC	1,502	49	61	33	100	82	77*
Southeastern CC	2,319	52	75	124	100	176	93*
Southwestern CC	1,945	37	62	162	100	199	93
Stanly CC	1,474	33	67	165	100	198	94
Surry CC	2,876	203	79	270	100	473	91
Tri-County CC	1,054	102	89	87	99	189	94
Vance-Granville CC	3,464	105	44	160	98	265	76
Wake TCC	8,292	404	55	506	97	910	79
Wayne CC	3,095	249	69	322	99	571	86
Western Piedmont CC	2,396	82	54	227	99	309	90
Wilkes CC	2,345	89	80	117	99	206	91
Wilson TCC	1,740	81	41	87	99	168	71
System Totals	158,399	6,623	64	9,806	99	16,139	85

*Number too small to report without violating students' privacy.

°Insufficient number of respondents to be eligible for performance funding.

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CORE INDICATORS OF SUCCESS MEASURE D: ***Employment Status of Graduates***

Description/Definition—The proportion of identified community college completers who are employed within one year of last attendance.

Methodology and Data Sources—The North Carolina Common Follow-up System (CFS) tracks students' employment status after they leave the colleges. The Common Follow-up System (CFS) is a cooperative venture of participating state agencies under the auspices of the North Carolina State Occupational Information Coordinating Committee (NC SOICC). The CFS provides a highly efficient and cost effective method for collecting follow-up information for education, employment, and training program participants statewide. The CFS is maintained by the Employment Security Commission (ESC).

Each year the agencies involved in the CFS submit unit record data on participants to the ESC. Among the agencies included in this process are the public high schools, community colleges, and the four-year public universities. Each agency's data are matched against the Unemployment Insurance (UI) files and the other participating agencies' files. A database containing information on employment, employer, quarterly wages, receipt of unemployment benefits, and participation in other agencies' programs is returned to each submitting agency. The database each agency receives is limited to the participants that the agency submits for the data match. This is to say, the database received by community colleges has information only on community college students.

Once the CFS database is received, it is matched against the Curriculum Student Progress Information System (CSPIS) database and the following year curriculum student registration database. This matching is conducted to determine demographic characteristics of the participants, such as students' completion status at the end of the academic year and whether they re-enroll the following year. Students who obtain an associate degree, certificate, or diploma in the year given and do not re-enroll in any of the colleges the following year are defined as "exit completers."

Students who have wages in any quarter during the year are considered employed. Those who are found both in registration records and UI records but have no quarterly wages during the year are considered unemployed. Individuals who are not found in the UI records are omitted from the analysis. This would include individuals who are working out-of-state, who are enrolled in a four-year college or university and not working, who never entered the labor market, etc.

Performance Standard—The performance standard for employment status of graduates is adjusted for local unemployment rates. The standard is 90 percent of completers, adjusted for local unemployment rate, will be employed. The percentage will be adjusted for the average annual unemployment rate in the service area of each college in the following way: compute the difference between the state's average annual unemployment rate and

that of each college's service area and divide by 2. This amount will be deducted from (for colleges with unemployment rates **higher** than the state average) or added to (for colleges with unemployment rates **lower** than the state average) the 90 percent. This measure is a required performance funding measure.

Results—The System average for the employment of 1999-2000 graduates was 99.8 percent. All 58 community colleges met the adjusted standard for their school.

PERCENT OF 1998-99 GRADUATES EMPLOYED WITHIN ONE YEAR OF COMPLETION

COLLEGE	TOTAL FTE	*PERFORMANCE STANDARD ADJUSTED FOR LOCAL UNEMPLOYMENT**	NUMBER OF GRADUATES (MINUS INMATES AND MISSING STUDENTS)	PERCENT OF 1998-99 GRADUATES EMPLOYED WITHIN ONE YEAR OF GRADUATING
Alamance CC	2,697	90	420	99.76
Asheville-Buncombe TCC	4,180	91	445	100.00
Beaufort County CC	1,675	88	137	100.00
Bladen CC	983	89	89	100.00
Blue Ridge CC	1,911	90	160	100.00
Brunswick CC	1,110	89	89	100.00
Caldwell CC & TI	2,916	91	402	100.00
Cape Fear CC	4,796	89	507	100.00
Carteret CC	1,452	90	129	100.00
Catawba Valley CC	3,265	91	322	100.00
Central Carolina CC	4,302	90	519	99.04
Central Piedmont CC	10,731	91	596	99.66
Cleveland CC	1,983	89	219	100.00
Coastal Carolina CC	4,041	90	399	99.50
College of The Albemarle	1,960	89	218	99.54
Craven CC	2,104	90	285	99.30
Davidson County CC	2,450	90	369	100.00
Durham TCC	3,682	91	278	100.00
Edgecombe CC	1,800	87	138	99.28
Fayetteville TCC	8,722	90	754	99.87
Forsyth TCC	5,144	91	530	100.00
Gaston College	3,522	90	449	100.00
Guilford TCC	6,771	90	576	100.00
Halifax CC	1,663	88	133	99.25
Haywood CC	1,564	89	251	99.60
Isothermal CC	2,049	89	160	100.00
James Sprunt CC	1,157	88	165	99.39
Johnston CC	2,943	91	568	99.82
Lenoir CC	2,472	89	255	99.22
Martin CC	1,000	88	84	100.00
Mayland CC	1,035	89	106	100.00
McDowell TCC	1,142	90	135	99.26
Mitchell CC	1,699	90	192	100.00
Montgomery CC	657	90	103	100.00
Nash CC	1,880	89	149	100.00
Pamlico CC	431	90	31	100.00
Piedmont CC	1,680	90	178	100.00
Pitt CC	4,281	89	443	100.00
Randolph CC	2,060	90	206	100.00
Richmond CC	1,844	88	193	100.00
Roanoke-Chowan CC	886	89	82	100.00
Robeson CC	2,611	88	258	100.00
Rockingham CC	1,915	89	301	100.00
Rowan-Cabarrus CC	3,851	91	326	99.69
Sampson CC	1,539	89	97	100.00
Sandhills CC	3,342	90	311	99.68
South Piedmont CC	1,502	90	117	100.00
Southeastern CC	2,319	88	193	100.00
Southwestern CC	1,945	87	212	100.00
Stanly CC	1,474	90	233	100.00
Surry CC	2,876	90	335	100.00
Tri-County CC	1,054	88	71	98.59
Vance-Granville CC	3,464	89	314	100.00
Wake TCC	8,292	91	757	99.60
Wayne CC	3,095	90	309	99.35
Western Piedmont CC	2,396	90	318	99.69
Wilkes CC	2,345	89	229	99.56
Wilson TCC	1,740	88	209	100.00
System Totals	158,399	90	16,054	99.80

**Colleges must meet or exceed this adjusted standard*

CORE INDICATORS OF SUCCESS MEASURE E: ***Performance of College Transfer Students***

Description/Definition—College transfer programs provide educational experiences that will enable transfer students to make the transition to a baccalaureate program and perform as well as the students who enroll as first-time freshmen at universities. The purpose of this measure is to compare the performance of community college associate degree students (Associate in Arts, Associate in Science, and Associate in Fine Arts) who transfer to public North Carolina universities with students native to the four-year institutions.

Methodology and Data Source—Data on two cohorts of college transfer students entering the public universities each year are analyzed. One cohort analysis compares the performance of college transfer degree recipients (AA, AS, AFA) at the end of two semesters at the public university to the performance of native juniors. The second cohort analysis compares the performance of college transfer students completing at least 24 hours or more of college transfer courses at a community college but not completing the degree to the performance of native sophomores. A cell size of at least ten students is required for reporting this measure.

The University of North Carolina General Administration analyzes performance data on students who transfer to a four-year public institution within two years of leaving a community college. No data are available from the private colleges and universities in North Carolina.

Community colleges may elect to work with private colleges and universities in collecting data on students who transfer to those institutions. The data must be consistent with the methodology employed by the UNC-General Administration in calculating the data for transfers to public universities. If colleges submit data from private or out-of-state institutions, then the System Office will include the data with the public university data.

Performance Standard—Eighty-four percent (84%) of community college transfer students identified in the two cohorts will have a GPA greater than or equal to 2.0 after two semesters at a UNC institution. This measure is a required performance funding measure.

Results—The data reported here are for students who left a community college in 1997-98. The reason for this time lag in the data is that students are allowed up to two years to transfer to be included in the cohort and performance data is based on two semesters of attendance once the students have transferred. Data on both associate degree recipients and the students who transferred to UNC institutions with 24 or more semester hours at community colleges were reported.

For students who completed an AA, AS or AFA degree in 1997-98 and transferred to a UNC institution within two years, 78 percent had a GPA equal to or greater than 2.0 after two semesters at a public university. For students who completed 24 or more semester hours in community colleges and transferred to a UNC institution, 75 percent had a GPA equal to or greater than 2.0 after two semesters at a public university. When the data for both groups are combined, 76 percent of the transfers had a GPA equal to or greater than 2.0 after two semesters at a UNC institution. Eight (8) community colleges met the 84 percent performance standard, with 12 additional colleges showing significant improvement over last year's performance.

Issue: When the performance standard of 84 percent was established, it was based on data UNC-General Administration provided on the performance of native UNC juniors. UNC-General Administration provided data this year on the performance of both native juniors and native sophomores. The UNC system reported 15,502 native sophomores and 7,453 native juniors in the analysis. When the two groups were combined, 82.9 percent had a GPA greater than 2.0 at the end of the year. Thus, the current performance standard for community college transfer students is **higher** than the performance of UNC native students. The State Board of Community Colleges will be asked to review this standard and make appropriate adjustments in 2001-2002.

PERCENT OF 1997-98 COLLEGE TRANSFER STUDENTS WITH A
GPA OF > = 2.0 AFTER TWO SEMESTERS AT A UNC INSTITUTION

COLLEGE	TOTAL FTE	24 OR MORE SEMESTER HOURS		ASSOCIATE DEGREE RECIPIENT		TOTAL	
		NUMBER	PERCENT >=2.0	NUMBER	PERCENT >=2.0	NUMBER	PERCENT >=2.0
Alamance CC	2,697	**	**	134	74	134	74
Asheville-Buncombe TCC	4,180	61	84	31	77	92	82
Beaufort County CC	1,675	19	84	**	**	26	77
Bladen CC	983	**	**	**	**	**	**
Blue Ridge CC	1,911	21	91	**	**	27	89
Brunswick CC	1,110	**	**	13	62	14	62
Caldwell CC & TI	2,916	73	80	30	93	103	84
Cape Fear CC	4,796	148	78	77	75	225	77
Carteret CC	1,452	**	**	**	**	**	**
Catawba Valley CC	3,265	39	74	**	**	47	63
Central Carolina CC	4,302	33	85	17	71	50	80
Central Piedmont CC	10,731	104	81	51	78	155	80
Cleveland CC	1,983	22	64	16	63	38	63
Coastal Carolina CC	4,041	94	81	70	89	164	84
College of The Albemarle	1,960	53	83	30	93	83	87
Craven CC	2,104	52	71	41	73	93	72
Davidson County CC	2,450	**	**	34	82	34	82
Durham TCC	3,682	88	76	20	80	108	77
Edgecombe CC	1,800	**	**	12	75	19	58
Fayetteville TCC	8,722	64	89	37	89	101	89
Forsyth TCC	5,144	48	71	26	77	74	73
Gaston College	3,522	81	59	43	61	124	60
Guilford TCC	6,771	99	72	36	86	135	76
Halifax CC	1,663	10	50	10	70	20	60
Haywood CC	1,564	15	73	16	75	31	74
Isothermal CC	2,049	18	72	17	71	35	71
James Sprunt CC	1,157	15	60	12	58	27	59
Johnston CC	2,943	40	78	11	27	51	67
Lenoir CC	2,472	54	78	20	75	74	77
Martin CC	1,000	**	**	**	**	12	53
Mayland CC	1,035	10	80	**	**	14	79
McDowell TCC	1,142	16	69	11	82	27	74
Mitchell CC	1,699	19	90	20	80	39	85
Montgomery CC	657	**	**	**	**	**	**
Nash CC	1,880	23	78	**	**	32	78
Pamlico CC	431	**	**	**	**	**	**
Piedmont CC	1,680	**	**	**	**	11	64
Pitt CC	4,281	103	78	20	85	123	79
Randolph CC	2,060	28	89	**	**	29	89
Richmond CC	1,844	**	**	**	**	12	58
Roanoke-Chowan CC	886	**	**	**	**	**	**
Robeson CC	2,611	11	82	**	**	18	83
Rockingham CC	1,915	55	80	30	67	85	75
Rowan-Cabarrus CC	3,851	20	70	15	60	35	66
Sampson CC	1,539	**	**	**	**	10	63
Sandhills CC	3,342	104	67	47	72	151	69
South Piedmont CC	1,502	**	**			**	**
Southeastern CC	2,319	32	88	22	96	54	91
Southwestern CC	1,945	18	67	**	**	27	74
Stanly CC	1,474	11	64	**	**	12	64
Surry CC*	2,876	96	70	62	87	158	77
Tri-County CC	1,054	**	**	12	75	20	75
Vance-Granville CC	3,464	28	71	19	74	47	72
Wake TCC	8,292	103	79	55	89	158	82
Wayne CC	3,095	45	64	17	88	62	71
Western Piedmont CC	2,396	50	66	36	83	86	73
Wilkes CC	2,345	17	88	32	78	49	82
Wilson TCC	1,740	10	70	**	**	11	70
System Totals	158,399	2,105	75	1,287	78	3,392	76

*Includes data collected from private colleges and universities.
**Number too small to report without violating students' privacy.

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CORE INDICATORS OF SUCCESS MEASURE F: ***Passing Rates of Students in Developmental Courses***

Description/Definition—The percent of students who complete developmental English, mathematics, or reading courses with a grade of "C" or better.

Methodology and Data Source—The North Carolina Community College System Office has developed a computer program to identify developmental courses, identify students who complete these courses, and calculate passing rates for each course. The number and percent of students completing these courses with a grade of "C" or better will be calculated. The software will be run at each college annually and the data submitted to the Planning and Research Section of the System Office.

Performance Standard—Seventy percent (70%) of students who complete a developmental course will have a grade of "C" or better for that course.

Results—Seventy-eight percent (78%) of the students who completed a developmental course(s) had a grade of "C" or better. Forty-five (45) colleges met the performance standard.

PASSING RATES OF STUDENTS IN DEVELOPMENTAL COURSES, 1999-2000

COLLEGE	TOTAL FTE	READING		MATH		ENGLISH		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	2,697	#		626	71	366	87	992	77
Asheville-Buncombe TCC	4,180	313	95	897	81	383	95	1,593	87
Beaufort County CC	1,675	182	44	469	39	208	66	859	47
Bladen CC	983	62	76	149	95	136	76	347	84
Blue Ridge CC	1,911	86	88	546	79	244	88	876	82
Brunswick CC	1,110	146	60	438	71	141	64	725	68
Caldwell CC & TI	2,916	239	82	721	79	276	85	1,236	81
Cape Fear CC	4,796	#		1,348	82	736	90	2,084	85
Carteret CC	1,452	146	100	440	78	204	94	790	86
Catawba Valley CC	3,265	418	79	862	70	335	94	1,615	78
Central Carolina CC	4,302	263	42	517	81	270	60	1,050	66
Central Piedmont CC	10,731	1,195	79	2,889	66	1,821	88	5,905	75
Cleveland CC	1,983	139	92	455	87	120	94	714	89
Coastal Carolina CC	4,041	261	90	1,210	73	407	90	1,878	79
College of The Albemarle	1,960	123	87	583	90	220	86	926	89
Craven CC	2,104	89	74	785	74	322	78	1,196	75
Davidson County CC	2,450	210	74	558	70	203	80	971	73
Durham TCC	3,682	660	63	1,475	65	755	77	2,890	68
Edgecombe CC	1,800	30	100	572	65	475	80	1,077	72
Fayetteville TCC	8,722	411	82	3,114	75	1,026	85	4,551	78
Forsyth TCC	5,144	417	87	896	78	486	95	1,799	85
Gaston College	3,522	265	93	1,069	83	423	79	1,757	84
Guilford TCC	6,771	247	90	1,401	78	414	85	2,062	81
Halifax CC	1,663	46	65	366	63	205	72	617	66
Haywood CC	1,564	56	73	407	77	110	88	573	79
Isothermal CC	2,049	112	94	734	61	204	88	1,050	70
James Sprunt CC	1,157	99	91	266	74	155	87	520	81
Johnston CC	2,943	119	67	350	72	205	87	674	76
Lenoir CC	2,472	318	91	645	76	267	82	1,230	81
Martin CC	1,000	108	59	216	65	139	65	463	64
Mayland CC	1,035	60	65	144	60	63	83	267	67
McDowell TCC	1,142	108	95	331	95	121	93	560	95
Mitchell CC	1,699	246	78	602	75	381	66	1,229	73
Montgomery CC	657	28	50	165	71	55	71	248	69
Nash CC	1,880	252	73	808	54	471	76	1,531	64
Pamlico CC	431	#		70	57	27	59	37	58
Piedmont CC	1,680	54	85	239	76	129	79	422	78
Pitt CC	4,281	#		1,717	85	914	86	2,631	86
Randolph CC	2,060	70	71	618	61	159	79	847	65
Richmond CC	1,844	234	94	241	75	213	74	688	81
Roanoke-Chowan CC	886	187	96	435	75	326	82	948	82
Robeson CC	2,611	387	87	663	74	371	82	1,421	80
Rockingham CC	1,915	100	93	713	79	173	92	986	82
Rowan-Cabarrus CC	3,851	245	89	1,074	80	373	84	1,692	82
Sampson CC	1,539	198	78	497	77	203	89	898	80
Sandhills CC	3,342	469	92	754	79	710	85	1,933	85
South Piedmont CC	1,502	186	58	321	64	243	62	750	62
Southeastern CC	2,319	630	78	726	66	373	68	1,729	71
Southwestern CC	1,945	105	90	397	75	174	74	676	77
Stanly CC	1,474	#		232	80	133	86	365	82
Surry CC	2,876	68	78	533	78	173	72	774	76
Tri-County CC	1,054	*	*	232	97	165	99	399	98
Vance-Granville CC	3,464	414	53	923	60	511	62	1,848	59
Wake TCC	8,292	568	87	1,701	73	777	74	3,046	76
Wayne CC	3,095	340	94	932	85	388	86	1,660	87
Western Piedmont CC	2,396	*	*	495	77	244	95	743	83
Wilkes CC	2,345	182	83	488	76	300	80	970	79
Wilson TCC	1,740	196	78	373	69	273	86	842	77
System Totals	158,399	12,087	80	41,428	74	19,699	82	73,160	78

*Number too small to report without violating students' privacy.
#Developmental reading not coded separately; included as Developmental English.

CORE INDICATORS OF SUCCESS MEASURE G:	***Success Rate of Developmental Students in Subsequent College-Level Courses***

Description/Definition—The performance of developmental students in subsequent college level courses will be compared with the performance of non-developmental students in those courses. Specifically, performance of students in English 111 will be used to assess developmental English; performance in the first college-level mathematics course will be used to assess developmental mathematics; and performance in the first humanities course after completion of developmental reading will be used to assess developmental reading.

The purpose of this measure is to provide evidence that developmental courses equip students with the skills and knowledge necessary for success in their college studies. Once students have successfully completed the developmental courses, they should be able to pass curriculum courses.

Methodology and Data Source—A computer program is being developed by the Information Services Section of the North Carolina Community College System Office that will provide grade information on students who successfully completed developmental courses and (1) entered college-level courses and (2) on students who are enrolled in college-level courses without having been required to take developmental courses. The performance of these groups was statistically analyzed to determine if students who have taken developmental courses are performing as well as students not requiring developmental courses.

Performance Standard—The performance standard for this measure is that there will be no statistically significant difference in the performance of developmental students as compared to non-developmental students.

Results—The development of the software necessary to compute this measure was delayed due to the high demands on programmers for new data systems. The data are currently being collected and will be available prior to the end of the fiscal year 2000-2001.

Insert Data on Subsequent Performance of Developmental Students When Available

CORE INDICATORS OF SUCCESS MEASURE H:	***Satisfaction of Program Completers and Non-Completers***

Description/Definition—This indicator reports the proportion of graduates and early-leavers who indicate that the quality of the college programs and services met or exceeded their expectations.

Methodology and Data Source—The data are collected by survey, with each college using a standard set of questions. A minimum of 15 respondents (total) will be required to report the data at the institutional level. If the data are being used as the college's optional sixth performance funding measure, then an overall response rate of 50 percent or a statistically valid sample size is necessary.

Performance Standard—Eighty-five percent (85%) of the combined respondents will report being satisfied with the quality of the college's programs and services.

Results—Ninety-four percent (94%) of program non-completers responded that they were satisfied with the academic programs of community colleges, while ninety-eight percent (98%) of program completers responded that they were satisfied. Thus, the total percentage of satisfied (completers and non-completers combined) was 95 percent. Fifty-eight (58) community colleges met the performance standard. Eleven (11) colleges had too few respondents to the survey to be eligible for performance funding.

SATISFACTION OF PROGRAM COMPLETERS AND NON-COMPLETERS, 1999-2000

COLLEGE	TOTAL FTE	NON-COMPLETERS NUMBER	NON-COMPLETERS PERCENT SATISFIED	COMPLETERS NUMBER	COMPLETERS PERCENT SATISFIED	TOTAL NUMBER	TOTAL PERCENT SATISFIED
Alamance CC	2,697	118	91	221	93	339	92
Asheville-Buncombe TCC	4,180	134	95	371	98	505	97
Beaufort County CC	1,675	55	96	120	100	175	99
Bladen CC	983	77	97	41	98	118	97*
Blue Ridge CC	1,911	71	97	158	96	229	91
Brunswick CC	1,110	16	100	40	100	56	100*
Caldwell CC & TI	2,916	70	91	265	96	335	95
Cape Fear CC	4,796	60	93	446	96	506	96
Carteret CC	1,452	106	94	81	96	187	95
Catawba Valley CC	3,265	46	87	45	93	91	90*
Central Carolina CC	4,302	159	82	140	89	299	85
Central Piedmont CC	10,731	255	97	262	83	517	90
Cleveland CC	1,983	220	97	172	99	392	98
Coastal Carolina CC	4,041	191	96	329	96	520	96
College of The Albemarle	1,960	186	96	156	97	342	96
Craven CC	2,104	70	91	126	95	196	94
Davidson County CC	2,450	76	91	149	95	225	94
Durham TCC	3,682	49	86	208	96	257	94
Edgecombe CC	1,800	*	*	75	99	82	99*
Fayetteville TCC	8,722	331	93	185	97	516	94
Forsyth TCC	5,144	112	88	281	96	393	94
Gaston College	3,522	87	93	314	99	401	98
Guilford TCC	6,771	309	93	312	95	621	94
Halifax CC	1,663	109	94	104	99	213	96
Haywood CC	1,564	109	95	141	99	250	97
Isothermal CC	2,049	106	96	171	97	277	97
James Sprunt CC	1,157	75	96	104	97	179	97
Johnston CC	2,943	72	92	102	97	174	95*
Lenoir CC	2,472	204	92	168	98	372	95
Martin CC	1,000	80	96	70	100	150	98
Mayland CC	1,035	29	93	95	100	124	98
McDowell TCC	1,142	58	97	99	92	157	94
Mitchell CC	1,699	54	89	114	95	168	93*
Montgomery CC	657	54	94	88	98	142	96
Nash CC	1,880	47	96	34	97	81	96*
Pamlico CC	431	30	100	31	94	61	97*
Piedmont CC	1,680	31	97	92	96	123	96
Pitt CC	4,281	257	98	232	98	489	98
Randolph CC	2,060	155	97	152	92	307	94
Richmond CC	1,844	69	88	172	96	241	94
Roanoke-Chowan CC	886	36	97	100	96	136	96*
Robeson CC	2,611	67	85	126	100	193	95
Rockingham CC	1,915	70	94	189	98	259	97
Rowan-Cabarrus CC	3,851	168	93	161	99	329	96
Sampson CC	1,539	145	99	92	98	237	99
Sandhills CC	3,342	111	94	112	96	223	95
South Piedmont CC	1,502	44	89	32	100	76	93*
Southeastern CC	2,319	47	94	124	98	171	96*
Southwestern CC	1,945	36	92	158	96	194	95
Stanly CC	1,474	33	94	163	98	196	97
Surry CC	2,876	200	95	263	97	463	96
Tri-County CC	1,054	96	99	85	99	181	99
Vance-Granville CC	3,464	93	92	159	100	252	97
Wake TCC	8,292	400	92	502	95	902	94
Wayne CC	3,095	238	99	324	99	562	99
Western Piedmont CC	2,396	79	85	224	97	303	94
Wilkes CC	2,345	84	93	116	99	200	97
Wilson TCC	1,740	72	93	85	99	157	96
System Totals	158,399	6,363	94	9,481	98	15,844	95

*Number too small to report without violating students' privacy.

"Insufficient number of respondents to be eligible for performance funding.

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CORE INDICATORS OF SUCCESS MEASURE I: ***Curriculum Student Retention and Graduation***

Description/Definition—This composite indicator consists of:

1. Number of individuals completing a curriculum program with a certificate, diploma, or degree; and
2. Number of individuals who have not completed a program but who are continuing enrollment in either curriculum or occupational extension programs

This composite indicator will consist of the above two measures, each reported separately for each college. The sum of the two will be divided by the total number of curriculum students in the cohort to compute an indicator of curriculum student progress and success.

Methodology and Data Source—Cohorts will be defined each fall based upon number of students enrolled in degree granting curriculum programs (associate degree, certificate, and diploma). The cohort will be tracked from fall to fall using software developed by the Information Services section of the North Carolina Community College System Office to determine those who have graduated and those who have continued to be enrolled. This number, divided by the initial cohort, is the percentage reported.

Performance Standard—The performance standard for this measure is 60 percent of the fall cohort will either have completed their program or still be enrolled the following fall at the community college.

Results—Sixty-two percent (62%) of the fall 1999 cohort had either graduated by fall 2000 or were reenrolled at the college in fall 2000. Forty-seven (47) community colleges met the performance standard.

CURRICULUM STUDENT RETENTION AND GRADUATION, 1999-2000

COLLEGE	TOTAL FTE	TOTAL COHORT	PERCENT GRADUATE	PERCENT RETURN	PERCENT GRADUATE OR RETURN
Alamance CC	2,697	2,692	20%	41%	61%
Asheville-Buncombe TCC	4,180	2,925	15%	47%	62%
Beaufort County CC	1,675	1,088	16%	46%	62%
Bladen CC	983	535	11%	49%	60%
Blue Ridge CC	1,911	1,356	10%	51%	61%
Brunswick CC	1,110	791	18%	45%	63%
Caldwell CC & TI	2,916	2,379	15%	49%	64%
Cape Fear CC	4,796	4,510	12%	53%	65%
Carteret CC	1,452	1,013	16%	45%	61%
Catawba Valley CC	3,265	2,773	12%	48%	60%
Central Carolina CC	4,302	2,752	20%	40%	60%
Central Piedmont CC	10,731	9,539	8%	43%	51%
Cleveland CC	1,983	1,477	19%	39%	58%
Coastal Carolina CC	4,041	3,564	16%	46%	62%
College of The Albemarle	1,960	1,824	12%	41%	53%
Craven CC	2,104	2,055	11%	43%	54%
Davidson County CC	2,450	1,701	20%	50%	69%
Durham TCC	3,682	3,200	12%	51%	63%
Edgecombe CC	1,800	1,438	9%	48%	57%
Fayetteville TCC	8,722	7,672	10%	42%	52%
Forsyth TCC	5,144	4,387	13%	50%	63%
Gaston College	3,522	3,267	14%	46%	61%
Guilford TCC	6,771	5,731	11%	47%	58%
Halifax CC	1,663	1,279	12%	49%	61%
Haywood CC	1,564	996	19%	57%	76%
Isothermal CC	2,049	1,578	15%	56%	71%
James Sprunt CC	1,157	768	27%	47%	74%
Johnston CC	2,943	2,170	19%	58%	77%
Lenoir CC	2,472	1,650	15%	48%	64%
Martin CC	1,000	584	16%	48%	64%
Mayland CC	1,035	599	20%	54%	74%
McDowell TCC	1,142	778	18%	51%	68%
Mitchell CC	1,699	1,456	14%	47%	61%
Montgomery CC	657	482	20%	47%	67%
Nash CC	1,880	1,381	10%	49%	59%
Pamlico CC	431	191	18%	39%	58%
Piedmont CC	1,680	1,087	12%	59%	71%
Pitt CC	4,281	3,955	14%	46%	60%
Randolph CC	2,060	1,583	16%	54%	70%
Richmond CC	1,844	1,200	18%	48%	66%
Roanoke-Chowan CC	886	755	14%	47%	61%
Robeson CC	2,611	1,502	18%	48%	67%
Rockingham CC	1,915	1,642	15%	54%	69%
Rowan-Cabarrus CC	3,851	3,380	10%	47%	57%
Sampson CC	1,539	1,014	14%	51%	65%
Sandhills CC	3,342	2,501	15%	50%	64%
South Piedmont CC	1,502	1,118	13%	45%	57%
Southeastern CC	2,319	1,439	14%	51%	65%
Southwestern CC	1,945	1,186	19%	48%	67%
Stanly CC	1,474	988	26%	44%	70%
Surry CC	2,876	2,301	19%	51%	70%
Tri-County CC	1,054	1,075	11%	53%	64%
Vance-Granville CC	3,464	2,339	12%	51%	63%
Wake TCC	8,292	7,894	12%	63%	75%
Wayne CC	3,095	2,400	12%	50%	62%
Western Piedmont CC	2,396	1,722	17%	49%	66%
Wilkes CC	2,345	1,666	15%	53%	68%
Wilson TCC	1,740	1,230	16%	45%	61%
System Totals	158,399	126,558	14%	49%	62%

CORE INDICATORS OF SUCCESS MEASURE J: ***Employer Satisfaction with Graduates***

Description/Definition—The percentage of a sample of businesses who employ individuals trained or educated by a community college indicating that they are satisfied with the quality of those employees as it relates to the community college training and education. This measure is intended primarily to determine the satisfaction of organizations whose employees have been trained through a community college.

Methodology and Data Source—A state level survey will be conducted each year to determine employer satisfaction. Employers will be divided into three categories based on historic enrollment of community college students and Standard Industrial Classification (SIC) code. Each category of employers will be surveyed every three years on an alternating basis.

Performance Standard—Eighty-five percent (85%) of employers surveyed will report satisfaction with the skills of employees trained or educated by community colleges.

Results—The North Carolina General Assembly allocated funds for a statewide survey of employers in 2000-01. A delay in implementing the survey resulted from issues related to privacy and confidentiality. The data are being collected in April and May, with the results being available prior to the end of the fiscal year 2000-2001.

Insert Data on Employer Satisfaction with Graduates When Available

CORE INDICATORS OF SUCCESS MEASURE K: ***Client Satisfaction with Customized Training***

Description/Definition—The percentage of businesses/industries who have received services from a community college indicating that their expectations have been met. This measure is intended primarily to determine the satisfaction of organizations that received services from a community college.

Methodology and Data Source—A survey of businesses/industries receiving services from New and Expanding Industry Training and the Small Business Centers is administered by colleges to determine level of satisfaction with services received. The data are submitted annually to the System Office at the end of the fiscal year.

Performance Standard—Eighty-five percent (85%) of businesses/industries surveyed will report satisfaction with the services provided by community colleges.

Results—The total number of survey respondents was 29,513. Ninety-nine percent (99%) responded that they were satisfied with the customized training provided by community colleges. Fifty-eight (58) colleges met the performance standard.

CLIENT SATISFACTION WITH CUSTOMIZED TRAINING, 1999-2000
(PERFORMANCE STANDARD: 85 PERCENT)

COLLEGE	TOTAL FTE	NUMBER OF SURVEY RESPONDENTS	PERCENT SATISFIED
Alamance CC	2,697	152	99
Asheville-Buncombe TCC	4,180	590	98
Beaufort County CC	1,675	261	99
Bladen CC	983	212	98
Blue Ridge CC	1,911	483	94
Brunswick CC	1,110	208	94
Caldwell CC & TI	2,916	1,244	99
Cape Fear CC	4,796	295	100
Carteret CC	1,452	350	98
Catawba Valley CC	3,265	404	95
Central Carolina CC	4,302	473	100
Central Piedmont CC	10,731	830	100
Cleveland CC	1,983	502	98
Coastal Carolina CC	4,041	619	99
College of The Albemarle	1,960	458	100
Craven CC	2,104	100	95
Davidson County CC	2,450	348	99
Durham TCC	3,682	412	99
Edgecombe CC	1,800	275	97
Fayetteville TCC	8,722	295	100
Forsyth TCC	5,144	429	99
Gaston College	3,522	1,415	98
Guilford TCC	6,771	1,064	98
Halifax CC	1,663	521	100
Haywood CC	1,564	387	98
Isothermal CC	2,049	560	98
James Sprunt CC	1,157	585	99
Johnston CC	2,943	680	99
Lenoir CC	2,472	1,490	99
Martin CC	1,000	325	99
Mayland CC	1,035	175	97
McDowell TCC	1,142	133	100
Mitchell CC	1,699	453	100
Montgomery CC	657	185	99
Nash CC	1,880	230	98
Pamlico CC	431	111	100
Piedmont CC	1,680	309	99
Pitt CC	4,281	66	100
Randolph CC	2,060	660	99
Richmond CC	1,844	415	99
Roanoke-Chowan CC	886	409	100
Robeson CC	2,611	326	99
Rockingham CC	1,915	1,195	99
Rowan-Cabarrus CC	3,851	586	98
Sampson CC	1,539	767	100
Sandhills CC	3,342	737	99
South Piedmont CC	1,502	475	100
Southeastern CC	2,319	250	99
Southwestern CC	1,945	258	98
Stanly CC	1,474	1,259	100
Surry CC	2,876	1,041	99
Tri-County CC	1,054	171	99
Vance-Granville CC	3,464	267	100
Wake TCC	8,292	1,422	96
Wayne CC	3,095	506	99
Western Piedmont CC	2,396	371	100
Wilkes CC	2,345	139	96
Wilson TCC	1,740	630	98
System Totals	158,399	29,513	99

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CORE INDICATORS OF SUCCESS MEASURE L: ***Program Unduplicated Headcount Enrollment***

Description/Definition—A minimum three-year average annual unduplicated headcount enrollment in a curriculum program.

Methodology and Data Source—Using the Curriculum Registration files submitted by each community college to the North Carolina Community College System Office, the System Office will calculate annual unduplicated headcount for each program for the most current three years for which data are available. An average annual headcount based on the three-year data will be calculated.

The data will be for all award-granting programs; special credit programs will not be included. If a program is offered at several award levels (for example, the associate degree and certificate level) or if a program offers more than one concentration area, the data will be compiled as though it were one program.

Performance Standard—The performance standard for this measure is a three-year average annual headcount minimum of ten students.

Results—In the 1999-2000 academic year, 23 colleges met the performance standard of a minimum three-year average annual headcount of ten students.

NUMBER OF PROGRAMS WITH A THREE-YEAR AVERAGE ANNUAL ENROLLMENT OF LESS THAN 10, 1999-2000
(PERFORMANCE STANDARD: AVERAGE ANNUAL ENROLLMENT = 10 MINIMUM)

COLLEGE	TOTAL FTE	NUMBER OF PROGRAMS
Alamance CC	2,697	0
Asheville-Buncombe TCC	4,180	0
Beaufort County CC	1,675	1
Bladen CC	983	5
Blue Ridge CC	1,911	2
Brunswick CC	1,110	0
Caldwell CC & TI	2,916	0
Cape Fear CC	4,796	0
Carteret CC	1,452	4
Catawba Valley CC	3,265	0
Central Carolina CC	4,302	0
Central Piedmont CC	10,731	0
Cleveland CC	1,983	1
Coastal Carolina CC	4,041	0
College of The Albemarle	1,960	1
Craven CC	2,104	2
Davidson County CC	2,450	2
Durham TCC	3,682	4
Edgecombe CC	1,800	3
Fayetteville TCC	8,722	0
Forsyth TCC	5,144	2
Gaston College	3,522	1
Guilford TCC	6,771	1
Halifax CC	1,663	1
Haywood CC	1,564	4
Isothermal CC	2,049	1
James Sprunt CC	1,157	2
Johnston CC	2,943	0
Lenoir CC	2,472	4
Martin CC	1,000	2
Mayland CC	1,035	0
McDowell TCC	1,142	3
Mitchell CC	1,699	1
Montgomery CC	657	0
Nash CC	1,880	1
Pamlico CC	431	0
Piedmont CC	1,680	0
Pitt CC	4,281	2
Randolph CC	2,060	3
Richmond CC	1,844	1
Roanoke-Chowan CC	886	3
Robeson CC	2,611	0
Rockingham CC	1,915	0
Rowan-Cabarrus CC	3,851	1
Sampson CC	1,539	3
Sandhills CC	3,342	0
South Piedmont CC	1,502	0
Southeastern CC	2,319	2
Southwestern CC	1,945	2
Stanly CC	1,474	0
Surry CC	2,876	3
Tri-County CC	1,054	0
Vance-Granville CC	3,464	2
Wake TCC	8,292	1
Wayne CC	3,095	0
Western Piedmont CC	2,396	2
Wilkes CC	2,345	0
Wilson TCC	1,740	2
System Totals	158,399	75

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SUMMARY OF CORE INDICATORS OF SUCCESS

During 1999-2000, the North Carolina Community College System began the implementation of the newly adopted performance measures. The 2001 Critical Success Factors is currently able to report on 10 of the 12 measures. Efforts are being made to collect data on the remaining two measures, one of which is employer satisfaction. These data will be available in June 2001.

A summary of the System's performance on the measures and the number of colleges meeting each standard are presented on pages 43-45.

SUMMARY REPORT ON PERFORMANCE MEASURES, 1999-2000
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

MEASURE	STANDARD	SYSTEM AVERAGE	# COLLEGES MEETING STANDARD	# COLLEGES MADE SIGNIFICANT IMPROVEMENT
Progress of Basic Skills Students	75%	79%	45	3
Passing Rates on Licensure/ Certification Exams for First-Time Test Takers	Aggregate = 80% Exams = 70%	83%	40 13 11*	13
Goal Completion for Completers & Non-completers	90%	85%	25	
Employment of Graduates	90% (adjusted)	99.8%	58	
Performance of College Transfer Students	84% > = 2.0	76%	8	12
Passing Rates in Developmental Courses	70%	78%	45	**
Success Rate of Developmental Students in Subsequent College Level Courses	No Statistically Significant Difference Between Developmental and Nondevelopmental Students	***	***	**
Student Satisfaction of Completers and Non-completers	85%	95%	58	
Curriculum Student Retention & Graduation	60%	62%	47	**
Employer Satisfaction with Graduates	85%	***	***	
Business/Industry Satisfaction with Services Provided	85%	99%	58	
Program Enrollment	Three-Year Average Annual Enrollment of less than 10	1.3	23	

* 40 colleges met the 80% standard; 13 colleges had no exam with a passing rate < 70%; 11 colleges met both standards.

** New measures.

*** Not available until end of June 2001.

Status of North Carolina Community Colleges Meeting Performance Standards, 1999-2000
(M = Met Standard, SI=Significant Improvement)

College	Progress of Basic Skills Students	Passing Rates on Licensure Certif. Exams	Goal Completion for Completers & NonComp.	Employment Rate of Graduates	Performance of College Transfer Students	Passing Rates in Develop. Courses	Success Rate of Develop. Students in College Level Courses*	Student Satisfaction of Completers & NonComp.	Curriculum Student Retention & Graduation	Employer Satisfaction *	Business & Industry Satisfaction with Services Provided	Program Enrollment	Total Standards Met or Significant Improvement	Total Performance Funding Standards Met or Significant Improvement
Alamance CC	M			M		M		M	M	6th	M	M	7	2***
Asheville-Buncombe TCC	M	M	M	M	SI	M		M	M		M6th	M	10	6 $
Beaufort County CC	M	SI	M	M	SI			M	M	6th	M		8	5***
Bladen CC	M	SI		M		M		M6th**	M		M		7	3
Blue Ridge CC	M		M	M	M	M		M6th	M		M		8	5 $
Brunswick CC	M		M**	M	SI	M		M**	M		M6th	M	9	4
Caldwell CC & TI	M	SI	M	M	M	M		M6th	M		M	M	10	6 $
Cape Fear CC			M	M	SI	M		M	M	6th	M	M	8	3***
Carteret CC	M			M		M		M	M	6th	M		6	2***
Catawba Valley CC	M			M		M6th		M**	M		M	M	7	3
Central Carolina CC				M	SI		6th	M	M		M		5	2***
Central Piedmont CC	M	SI	M	M	SI	M		M6th			M	M	9	6
Cleveland CC	M	SI	M	M		M		M		6th	M		7	4***
Coastal Carolina CC	M	SI		M	M	M		M6th	M		M	M	9	5
College of The Albemarle	M			M	M	M	6th	M			M		6	3***
Craven CC	M	M		M		M		M6th			M		6	4
Davidson County CC	M	M		M		M		M	M	6th	M		7	3***
Durham TCC		SI	M	M				M	M		M6th		6	4
Edgecombe CC	M	SI	M**	M		M		M6th**			M		7	3
Fayetteville TCC	M			M	M	M		M6th			M	M	7	4
Forsyth TCC	M	M		M	SI	M6th		M	M		M		8	5
Gaston College			M	M		M6th		M	M		M		6	3
Guilford TCC	SI			M		M		M6th			M		5	3
Halifax CC	M	SI		M				M	M		M6th		6	4
Haywood CC	M			M	SI	M		M	M		M6th		7	4
Isothermal CC	M			M	SI	M		M6th	M		M		7	4
James Sprunt CC	M			M		M		M	M		M6th		6	3
Johnston CC		SI		M		M		M**	M	6th	M	M	7	2***
Lenoir CC	M	SI		M	SI	M6th		M	M		M		8	5
Martin CC	M			M				M6th	M		M		5	3
Mayland CC	M		M	M			6th	M	M		M	M	7	3***
McDowell TCC	M		M	M		M		M6th	M		M		7	4
Mitchell CC	M			M	M	M		M**	M		M6th		7	4

* Data will be available on 6/30/01. 6th: Selected sixth performance measure. **Not eligible for performance funding. ***Data on 6th performance measure not available as of 3/30/01.$: Superior performance funding.

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Status of North Carolina Community Colleges Meeting Performance Standards, 1999-2000
(M = Met Standard; SI=Significant Improvement)

College	Progress of Basic Skills Students	Passing Rates on Licensure Certif. Exams	Goal Completion for Completers & NonComp.	Employment Rate of Graduates	Performance of College Transfer Students	Passing Rates in Develop. Courses	Success Rate of Develop. Students in College Level Courses*	Student Satisfaction of Completers & NonComp.	Curriculum Student Retention & Graduation	Employer Satisfaction *	Business & Industry Satisfaction with Services Provided	Program Enrollment	Total Standards Met or Significant Improvement	Total Performance Funding Standards Met or Significant Improvement
Montgomery CC				M				M[6th]	M		M	M	5	2
Nash CC	M			M			[6th]	M**			M		4	2***
Pamlico CC	M	M	M**	M		[6th]		M**			M	M	7	3
Piedmont CC	M			M		M		M	M		M[6th]	M	7	3
Pitt CC	SI			M		M		M	M	[6th]	M		6	2***
Randolph CC	M	SI		M	M			M[6th]	M		M		7	3
Richmond CC	M	M		M		M		M	M	[6th]	M		7	3***
Roanoke-Chowan CC			M**	M		M		M[6th]**	M		M		6	1
Robeson CC	M	M	M	M	SI	M		M	M		M[6th]	M	10	6 *
Rockingham CC	M		M	M		M[6th]		M	M		M	M	8	4
Rowan-Cabarrus CC	SI			M		M		M		[6th]	M		5	2***
Sampson CC		M	M	M		M		M[6th]	M		M		7	4
Sandhills CC	M			M		M[6th]		M	M		M	M	7	3
South Piedmont CC	M			M				M[6th]**			M	M	5	2
Southeastern CC	M	M	M**	M	M	M		M[6th]**	M		M		9	4
Southwestern CC	M		M	M		M		M	M	[6th]	M		7	3***
Stanly CC	M		M	M		M		M	M	[6th]	M	M	8	3***
Surry CC	M		M	M		M[6th]		M	M		M		7	4
Tri-County CC	M	M	M	M		M		M	M	[6th]	M	M	9	4***
Vance-Granville CC	M			M				M	M		M[6th]		5	3
Wake TCC				M		M		M	M	[6th]	M		5	1***
Wayne CC	M	SI		M		M		M[6th]	M		M	M	8	4
Western Piedmont CC	M		M	M		M		M	M	[6th]	M		7	3***
Wilkes CC	M		M	M	SI	M		M	M		M[6th]	M	9	5
Wilson TCC	M	M		M		M		M	M	[6th]	M		7	3***

* Data will be available on 6/30/01 [6th] Selected sixth performance measure **Not eligible for performance funding ***Data on [6th] performance measure not available as of 3/30/01.s: Superior performance funding

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

STRATEGIC PLAN, 1999-2001

EVALUATION OF PROGRESS

The Critical Success Factors report is the mechanism employed for assessing the progress of the System in achieving measurable objectives identified in the System's strategic plan. Factors two through six provide measures that monitor the success of the System in meeting its target levels of success.

Most of the data presented in this section of the report are System level data, and where appropriate, college level data are presented for information. These data are to determine the degree to which the System has met its target levels.

The factors that comprise this section of the report are:

Factor II: Workforce Development

Factor III: Diverse Populations' Learning Needs

Factor IV: Resources

Factor V: Technology

Supporting North Carolina's economic development has been an important part of the mission of the Community College System since its beginning. The System is a major tool for providing the state's citizens with the education and skills they need to be productive in the workforce. The System's institutions have traditionally worked closely with the businesses in their areas to insure that the programs offered by the college prepare citizens to take the jobs that are available. They have also provided citizens with the skills to be self-employed.

North Carolina originated customized training programs for new industries that agreed to come into the state, and its approach has been copied widely. This program remains a strong part of the state's economic development arsenal, along with other categorically funded programs for existing industries and small businesses.

Along with these specialized programs, the System's ability to stay current with the job market protects the state from skill shortages and protects its citizens from finding their skills outdated by changing technology and market forces. Measures of the success of the system in staying on the cutting edge are difficult to determine, but important.

The State Board of Community Colleges has placed renewed emphasis on the role of North Carolina community colleges in workforce development. The 1999-2001 Strategic Plan established a new mission statement for the system and a new set of System goals have been adopted by the State Board of Community Colleges which emphasize education, training and retraining for the workforce, including basic skills/literacy, occupational and pre-baccalaureate programs.

The measures that have been identified for the success of the System in its economic development role are:

A. Percent of high demand occupations encompassed by training programs

B. Percent of employers satisfied with NCCCS training programs

C. Percent of Tech Prep students enrolling in a community college

D. Number of new Associate Degree programs developed with the UNC System to meet specialized needs

E. Number of employers and trainees served by New and Expanding Industry Training (NEIT), Focused Industrial Training (FIT), Small Business Centers, and customized training

F. Number of individuals completing the train-the-trainer partnership training

G. Number of college officials serving on Workforce Development Boards and Job Services Employer Committees

WORKFORCE DEVELOPMENT MEASURE A: ***Percent of High Demand Occupations Encompassed by Training Programs***

Description/Definition—The percent of occupations identified as high demand or emerging at the local, regional, and state levels for which the North Carolina Community College System provides training, either through occupational extension or curriculum programs.

Methodology and Data Source—High demand occupations are identified through various sources. On the state level, data from the Employment Security Commission on projected demand for employees by occupational categories will be analyzed. On the local and regional level, a statewide survey of business and industry administered by the North Carolina Community College System Office will collect information on future needs. Once the high demand occupations have been identified, data on the number of training programs offered by community colleges and number of students enrolled will be analyzed.

Performance Target—By 2001, training programs will be developed that address 90 percent of the occupations identified as high demand or emerging at the local, regional and state levels.

Results—Efforts are being made to identify the high demand and emerging occupations in North Carolina, but no data are available at this point.

WORKFORCE DEVELOPMENT MEASURE B: ***Percent of Employers Satisfied with NCCCS Training Programs***

Description/Definition—The percent of employers in North Carolina who indicate satisfaction with the training programs offered by the North Carolina Community College System. This measure focuses on training programs and services provided to businesses and industries.

Methodology and Data Source—A statewide survey administered by the System Office will be conducted each year to determine business and industry satisfaction. Business and industry will be divided into three categories based on the Standard Industrial Classification (SIC) codes. Each category of business and industry will be surveyed every three years on an alternating basis.

Performance Target—Ninety percent (90%) of the businesses and industries surveyed will indicate satisfaction with the training programs and services provided by North Carolina Community Colleges.

Results—See Factor I: Core Indicators of Student Success, Measure K: Client Satisfaction with Customized Training. As indicated in this factor, 99 percent of the survey respondents were satisfied with the training programs and services provided by North Carolina Community Colleges, and thus the performance target was achieved.

WORKFORCE DEVELOPMENT MEASURE C: ***Percent of Tech Prep Students Enrolling in a Community College***

Description/Definition—The percent of high school graduates who were in the Tech Prep program in high school and enroll the following year in a community college. This measure is dependent on the ability of the high schools to identify graduates of Tech Prep programs.

Methodology and Data Source—The data on the number of high school graduates who complete the Tech Prep requirements will be gathered from the North Carolina Department of Public Instruction. The number and percent of those students who enroll in a community college the year following graduation will be determined from the curriculum registration files submitted by the colleges to the System Office.

Performance Target—A performance target for this measure has not been established. As the data are accurately collected and analyzed, a target level will be determined.

Results—The North Carolina Department of Public Instruction (NCDPI) has had limited success in identifying the number of graduates who successfully completed the Tech Prep program. Some high school data are being submitted with the students' intended course of study identified. The best high school data are those graduation records with the post course of study identified. However, not all high school records are being received this way to date.

In 1999-2000, 18.31 percent of the 1999 high school graduates who enrolled in a community college had successfully completed the high school Tech Prep program. This is up nearly 4.5% from the previous school year, and shows a marked increase in better data collection from the high school to the community college. The ABCs of public education, as specified in the high school accountability model, require year-to-year comparison of percentages of students completing the college tech prep course of study. The data should show even more significant numbers in the 2000-2001 graduation class.

NUMBER OF 1999 HIGH SCHOOL GRADUATES WHO SUCCESSFULLY COMPLETED TECH PREP AND ENROLLED IN A COMMUNITY COLLEGE IN 1999-2000

COLLEGE	TOTAL FTE	1999 HIGH SCHOOL GRADUATES ENROLLED	TECH PREPS ENROLLED	PERCENTAGE
Alamance CC	2,697	347	54	15.56
Asheville-Buncombe TCC	4,180	329	93	28.27
Beaufort County CC	1,675	138	31	22.46
Bladen CC	983	34	7	20.59
Blue Ridge CC	1,911	160	3	1.88
Brunswick CC	1,110	116	28	24.14
Caldwell CC & TI	2,916	167	6	3.59
Cape Fear CC	4,796	515	25	4.85
Carteret CC	1,452	107	27	25.23
Catawba Valley CC	3,265	424	98	23.11
Central Carolina CC	4,302	240	52	21.67
Central Piedmont CC	10,731	811	7	0.86
Cleveland CC	1,983	123	18	14.63
Coastal Carolina CC	4,041	316	57	18.04
College of the Albemarle	1,960	225	37	16.44
Craven CC	2,104	197	32	16.24
Davidson County CC	2,450	248	33	13.31
Durham TCC	3,682	205	74	36.10
Edgecombe CC	1,800	102	27	26.47
Fayetteville TCC	8,722	524	211	40.27
Forsyth TCC	5,144	470	96	20.43
Gaston College	3,522	497	99	19.92
Guilford TCC	6,771	666	90	13.51
Halifax CC	1,663	123	26	21.14
Haywood CC	1,564	132	38	28.79
Isothermal CC	2,049	132	16	12.12
James Sprunt CC	1,157	68	22	32.35
Johnston CC	2,943	325	60	18.46
Lenoir CC	2,472	174	60	34.48
Martin CC	1,000	54	16	29.63
Mayland CC	1,035	83	21	25.30
McDowell TCC	1,142	105	18	17.14
Mitchell CC	1,699	198	39	19.70
Montgomery CC	657	52	9	17.31
Nash CC	1,880	237	66	27.85
Pamlico CC	431	17	3	17.65
Piedmont CC	1,680	91	28	30.77
Pitt CC	4,281	474	105	22.15
Randolph CC	2,060	186	3	1.61
Richmond CC	1,844	106	40	37.74
Roanoke-Chowan CC	886	68	0	0.00
Robeson CC	2,611	112	19	16.96
Rockingham CC	1,915	206	75	36.41
Rowan Cabarrus CC	3,851	365	62	16.99
Sampson CC	1,539	131	40	30.53
Sandhills CC	3,342	396	126	31.82
South Piedmont CC	1,502	82	6	7.32
Southeastern CC	2,319	231	7	3.03
Southwestern CC	1,945	136	3	2.21
Stanly CC	1,474	164	30	18.29
Surry CC	2,876	423	124	29.31
Tri-County CC	1,054	99	25	25.25
Vance-Granville CC	3,464	256	66	25.78
Wake TCC	8,292	881	0	0.00
Wayne CC	3,095	406	104	25.62
Western Piedmont CC	2,396	184	25	13.59
Wilkes CC	2,345	346	69	19.94
Wilson TCC	1,740	100	27	27.00
System Totals	158,400	14,104	2,583	18.31

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WORKFORCE DEVELOPMENT MEASURE D: ***Number of New Associate Degree Programs Developed with the UNC System to Meet Specialized Needs***

Description/Definition—The number of associate degree programs developed in cooperation with the University of North Carolina System to meet specialized needs of the state. The purpose of developing these programs is to share resources in meeting the needs of the state.

Methodology and Data Source—Information will be gathered annually from the Academic and Student Services Division of the North Carolina Community College System Office on the number of approved curriculum programs developed with the UNC System.

Performance Target—Since these programs are developed in response to specialized needs of the state, no annual target has been established.

Results—No progress has been made in this area.

WORKFORCE DEVELOPMENT MEASURE E: ***Number of Employers and Trainees Served by NEIT, FIT, Small Business Centers, and Customized Training***

Description/Definition—The number of employers and individuals served by categorical programs created specifically to address employers needs. This measure is designed to provide information on specific activities of community colleges that promote the economic development of the state.

Methodology and Data Source—Information on the number of trainees, projects, businesses, and individuals served through these categorical programs are collected annually by the Economic and Workforce Development Division of the North Carolina Community College System Office.

Performance Target—These programs were designed to provide specialized services and were not intended to be "numbers driven." Fluctuations in numbers from year to year reflect various factors such as funding availability, scope of the projects funded, and local demand.

Results—The data demonstrate that these programs continue to serve a valuable service to a large number of industries and individuals in the state.

NEW & EXPANDING INDUSTRY TRAINEES & PROJECTS

YEAR	TRAINEES	PROJECTS
1995-96	27,505	183
1996-97	25,076	184
1997-98	22,985	201
1998-99	19,960	193
1999-00	20,256	197

FOCUSED INDUSTRIAL TRAINING: TRAINEES & INDUSTRIES SERVED*

YEAR	TRAINEES	INDUSTRIES
1995-96	9,898	750
1996-97	8,943	711
1997-98	8,939	576
1998-99	14,256	666
1999-00	12,186	705

*Includes the apprenticeship program.

SMALL BUSINESS CLIENTS SERVED

YEAR	# OF CENTERS	PARTICIPANTS	COUNSEL	REFERRAL	EXT./CURR. COURSE PARTICIPANT
1995-96	58	42,905	13,967	5,324	14,932
1996-97	58	41,408	10,679	5,353	20,416
1997-98	58	47,696	12,081	6,815	24,707
1998-99	58	47,256	4,310	10,092	19,599
1999-00	59	43,191	5,139	4,060	19,839

WORKFORCE DEVELOPMENT MEASURE F: ***Number of Individuals Completing the Train-the-Trainer Partnership Training***

Description/Definition—This measure is intended to examine the success of the Community College System in developing leadership in establishing partnerships with local, regional, and state agencies and employers to address the needs of current and former welfare recipients. The measure reflects the number of individuals who have been trained to work with agencies in the development of partnerships.

Methodology and Data Source—Information was collected and reported by the Economic and Workforce Development Division on the number of community college faculty and staff who have successfully completed the Train-the-Trainer program.

Performance Target—No specific target level has been established for this measure.

Results—There were 40 participants in the training session at Davidson County Community College and approximately 55 in a session at Lenoir Community College.

WORKFORCE DEVELOPMENT MEASURE G: ***Number of College Officials Serving on Workforce Development Boards and Job Services Employer Committees***

Description/Definition—Like Measure F, this measure is intended to examine the success of the community college system in providing leadership in establishing partnerships with local, regional, and state agencies and employers to address the needs of current and former welfare recipients. The measure reflects the number of community college officials serving on Workforce Development Boards and Job Services Employer Committees.

Methodology and Data Source—Data on community college participation on Workforce Development Boards and Job Services Employer Committees are collected by the Economic and Workforce Development Division. The data should be examined at the System level only, since many Workforce Development Boards cover multiple community college service areas but only allow for one community college representative to serve as a member.

Results—In 1999-2000, 29 community college officials served on 25 Workforce Development Boards. The table below provides information on the Workforce Development Boards and the community college representation.

SUMMARY OF COMMUNITY COLLEGE REPRESENTATION ON WORKFORCE DEVELOPMENT BOARDS

WORKFORCE BOARD	COUNTIES SERVED	COMMUNITY COLLEGES IN SERVICE AREA	COLLEGE REPRESENTATIVE
Cape Fear	Brunswick, Columbus, New Hanover , & Pender	Brunswick CC Cape Fear CC Southeastern CC	*Jerry Thrift, Vice president* *Brunswick Community College*
Capital Area	Johnston & Wake	Johnston CC Wake TCC	*Dr. Neill McLeod* *Sr. Vice President, Wake TCC* *Dr. Don Reichard, President* Johnston CC
Centralina	Cabarrus, Iredell, Lincoln, Rowan, Stanly, & Union	Gaston CC Mitchell CC Rowan-Cabarrus CC South Piedmont CC Stanly CC	*Dr. Doug Eason, President* *Mitchell CC*
Central Piedmont	Durham	Durham TCC	*Tom Russo, Coordinator* *Career Services Center* *Durham TCC*
Charlotte/Mecklenburg	Mecklenburg	Central Piedmont CC	*Dr. Nicholas Gennett* *Vice President* *Education Support Services* *Central Piedmont CC*
Cumberland Co. SDA	Cumberland	Fayetteville TCC	*Dr. J.C. Basnight, Asst. to President,* *Fayetteville TCC*
Davidson Co. SDA	Davidson	Davidson Co. CC (also has campus in Davie Co.- has rep. on Northwest Piedmont WDB)	*Dr. Bryan Brooks,President* *Davidson CC*
Eastern Carolina	Carteret, Craven, Duplin, Greene, Jones, Lenoir, Onslow, Pamlico, & Wayne	Carteret CC Coastal Carolina CC Craven CC James Sprunt CC Lenoir CC Pamlico CC Wayne CC	*Dr. Karen Pettit, President* *Lenoir CC*
Gaston Co. SDA	Gaston	Gaston College	*Dr. Linda Greer, Dean of* *Continuing Education* *Gaston College*
Greensboro/HPt/Guilford	Guilford	Guilford TCC	*Dr. Don Cameron, President* *Guilford TCC*
Kerr-Tar	Caswell, Franklin, Granville, Person, Vance, & Warren	Piedmont CC Vance-Granville CC	*Dr. James Owen, President* *Piedmont CC*
Lumber River	Bladen, Hoke, Robeson, & Scotland	Bladen CC Richmond CC Robeson CC Sandhills CC	*Fred Williams, President* *Robeson CC*

WORKFORCE BOARD	COUNTIES SERVED	COMMUNITY COLLEGES IN SERVICE AREA	COLLEGE REPRESENTATIVE
Mid-Carolina	Chatham, Harnett, Lee, & Sampson	Central Carolina CC Sampson CC	*Dr. Marvin Joyner, President* *Central Carolina CC* *Dr. Clifton Paderick, President* *Sampson CC*
Mountain Area	Buncombe, Henderson, Madison, & Transylvania	Asheville-Buncombe TCC Blue Ridge CC	*Ray Bailey, President* *Asheville-Buncombe TCC* *Dr. David Sink, President* *Blue Ridge CC*
Northwest Piedmont	Davie, Rockingham, Stokes, Surry, & Yadkin	Davidson Co. CC Forsyth CC Rockingham CC Surry CC	*Anita Bullin, Director* *Career Servs, Surry CC* *(representing Surry County)* *John B. Thomas, Dean* *College Services* *Davidson County CC* *(representing Davie County)*
Region C	Cleveland, McDowell, Polk, & Rutherford	Cleveland CC Isothermal CC McDowell TCC	*Joe Hamrick, Vice President* *(retired) Cleveland CC* *(serving rest of term rep. college)*
Region D	Alleghany, Ashe, Avery, Mitchell, Watauga, Wilkes, & Yancey	Caldwell CC & TI Mayland Wilkes CC	*Chris Robinson, Director* *Ashe Campus of Wilkes CC* *(represents Ashe County - representation will move to Wilkes County in 2 yrs)*
Region H	Anson, Montgomery, Moore, & Richmond	Anson CC Montgomery CC Sandhills CC Richmond CC	*Joe Grimsley, President* *Richmond CC* *(regional slot)*
Region L	Edgecombe, Halifax, Nash, Northampton, & Wilson	Edgecombe CC Halifax CC Nash CC Wilson TCC	*Dr. Denise Sessoms* *Vice President at Wilson TCC* *(representation rotates every 2 yrs from one of the 5 counties)*
Region Q	Beaufort, Bertie, Hertford, Martin, & Pitt	Beaufort CC Martin CC Pitt CC Roanoke-Chowan CC	*Dr. Edgar Boyd* *Executive Vice President* *Pitt CC*
Region R	Camden, Chowan, Currituck, Dare, Gates, Hyde, Pasquotank, Perquimans, Tyrrell & Washington	College of The Albemarle Beaufort CC	*Dr. Sylvester McKay, President* *College of the Albemarle*
Regional Consolidated Services	Alamance, Orange, & Randolph	Alamance CC Durham CC Randolph CC	*Angela Moore* *Director of Literacy* *Randolph CC (regional slot – represents 3 counties)*
Southwestern	Cherokee, Clay, Graham, Haywood, Jackson, Macon, & Swain	Haywood CC Southwestern CC Tri-County CC	*Dr. Norman Oglesby, President* *Tri-County CC*

WORKFORCE BOARD	COUNTIES SERVED	COMMUNITY COLLEGES IN SERVICE AREA	COLLEGE REPRESENTATIVE
Western Piedmont	Alexander, Burke, Caldwell, & Catawba	Caldwell CC & TI Catawba Valley CC Western Piedmont CC	*Dr. Coy Hudson, Vice President of Adm, Catawba Valley CC*
Winston-Salem/Forsyth County	Forsyth	Forsyth TCC	*James Rousseau, Vice President Relations & Development Forsyth TCC*

CRITICAL SUCCESS FACTOR III: DIVERSE POPULATIONS LEARNING NEEDS

At the core of the Community College System's mission is its open door policy. Community colleges, in the words of founding father Dallas Herring, "take people from where they are to where they want to be." The special mission of the community colleges is to serve those who did not have opportunities to learn or who missed out on those opportunities, and to serve people who have special problems to overcome. Thus, there is an emphasis on reaching out to the under-served: dropouts, handicapped, economically or educationally disadvantaged and other groups who are not traditionally included in higher education.

There are many issues facing community colleges today, but perhaps none strike at the core of our mission as hard as does the reality of limited resources in this time of economic uncertainty. How long can the "open door" remain open when personnel, services, and facilities are strained to their limits? As the demands on community colleges continue to rise without a corresponding increase in resources, the "open door" that is the path to opportunity for so many closes just a bit more.

The state needs to raise the productivity of its citizens, and these are times in which people have a harder time being self-sufficient and raising families unless they have an education. Providing access to education, a constitutional duty of the state, is increasingly important to individuals and society. A successful community college system will reach out to under-served groups.

The measures identified as indicators of the System's success in meeting the learning needs of diverse populations are:

A. Number and percent of dropouts annually served by basic skills programs

B. Number of GEDs and AHSDs awarded compared to the number of dropouts statewide

C. Percent of basic skills students and recent high school graduates enrolling in a community college

D. Unduplicated headcount in English as a Second Language (ESL)

E. Number of colleges establishing partnerships to address the needs of current and former welfare recipients

F. Number of under-represented students enrolled per category

G. Percent of students receiving financial aid and amount of aid compared with cost of attendance

H. Percent of the adult population in service area enrolled

DIVERSE POPULATIONS LEARNING NEEDS MEASURE A: ***Number and Percent of Dropouts Annually Served by Basic Skills Programs***

Description/Definition—The number and percent of high school dropouts who enroll in a basic skills program at a community college. Basic skills programs include Adult Basic Education, Adult High School, General Educational Development (GED), Compensatory Education, and English as a Second Language.

Methodology and Data Source—Data on last year of high school attendance and number of years of high school completed are gathered at the time a student registers for classes. The last year of high school attendance data is matched against initial enrollment year to determine the number of students who enroll in a community college basic skills program within one year of dropping out of high school.

Performance Target—No performance target level has been established for this measure.

Results—In 1999-2000, community colleges enrolled 7,466 high school dropouts who dropped out of school during 1999-00. This "safety net" feature continues to be an important role played by community colleges.

NUMBER OF RECENT HIGH SCHOOL DROPOUTS WHO ENROLLED IN A BASIC SKILLS PROGRAM

YEAR DROPPED OUT OF HIGH SCHOOL	YEAR ENROLLED IN A COMMUNITY COLLEGE	NUMBER ENROLLED
1/1/97-6/30/98	1997–98	10,337*
1/1/98-6/30/99	1998-99	10,890*
1/1/99-6/30/00	1999-00	7,466

*Data reported last year was incorrect. These data have been verified.

NUMBER OF HIGH SCHOOL DROPOUTS WHO ENROLLED
IN A BASIC SKILLS PROGRAM AT A COMMUNITY COLLEGE DURING 1999-2000

COLLEGE	TOTAL FTE	NUMBER ENROLLED
Alamance CC	2,697	173
Asheville-Buncombe TCC	4,180	217
Beaufort County CC	1,675	29
Bladen CC	983	47
Blue Ridge CC	1,911	172
Brunswick CC	1,110	72
Caldwell CC & TI	2,916	74
Cape Fear CC	4,796	108
Carteret CC	1,452	45
Catawba Valley CC	3,265	91
Central Carolina CC	4,302	317
Central Piedmont CC	10,731	507
Cleveland CC	1,983	96
Coastal Carolina CC	4,041	151
College of The Albemarle	1,960	268
Craven CC	2,104	84
Davidson County CC	2,450	128
Durham TCC	3,682	109
Edgecombe CC	1,800	93
Fayetteville TCC	8,722	249
Forsyth TCC	5,144	156
Gaston College	3,522	136
Guilford TCC	6,771	281
Halifax CC	1,663	68
Haywood CC	1,564	60
Isothermal CC	2,049	142
James Sprunt CC	1,157	61
Johnston CC	2,943	85
Lenoir CC	2,472	198
Martin CC	1,000	71
Mayland CC	1,035	40
McDowell TCC	1,142	22
Mitchell CC	1,699	134
Montgomery CC	657	15
Nash CC	1,880	87
Pamlico CC	431	8
Piedmont CC	1,680	52
Pitt CC	4,281	179
Randolph CC	2,060	157
Richmond CC	1,844	231
Roanoke-Chowan CC	886	46
Robeson CC	2,611	105
Rockingham CC	1,915	82
Rowan-Cabarrus CC	3,851	176
Sampson CC	1,539	93
Sandhills CC	3,342	148
South Piedmont CC	1,502	80
Southeastern CC	2,319	97
Southwestern CC	1,945	266
Stanly CC	1,474	125
Surry CC	2,876	66
Tri-County CC	1,054	38
Vance-Granville CC	3,464	377
Wake TCC	8,292	14
Wayne CC	3,095	135
Western Piedmont CC	2,396	246
Wilkes CC	2,345	64
Wilson TCC	1,740	95
System Totals	158,399	7,466

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DIVERSE POPULATIONS LEARNING NEEDS MEASURE B: ***Number of GEDs and AHSDs Awarded Compared to the Number of Dropouts Statewide***

Description/Definition—Number of GEDs and Adult High School Diplomas (AHSDs) awarded by community colleges annually compared to the number of public school dropouts. This measure serves as an indicator of the degree to which community colleges reduce the total pool of people in North Carolina with less than a high school education.

Methodology and Data Source—Data on the number of GEDs and AHSDs awarded are gathered and reported annually by the North Carolina Community College System Office. Data on the number of dropouts is provided by the North Carolina Department of Public Instruction.

Performance Target—By 2001, increase by 10 percent the number of individuals enrolled in the GED and AHSD programs who complete the program.

Results—Number of GEDs and AHSDs awarded in 1999-2000 is consistent with previous years. Beginning in 1998-99, all students who dropout of high school, whether or not they enter a community college, are being coded as dropouts.

NUMBER OF GEDs AND AHSDs AWARDED COMPARED TO THE NUMBER OF DROPOUTS STATEWIDE

YEAR	NEW DROPOUTS ADDED TO DROPOUT POOL	GED/AHS DIPLOMAS AWARDED	INCREASE IN DROPOUT POOL
1995-96	18,203	16,913	1,290
1996-97	18,235	17,144	1,091
1997-98	18,501	17,758	743
1998-99	24,356*	17,697	6,659
1999-00	23,597	17,455	6,142

* Increased number of dropouts reflects the public schools no longer coding students who dropout of high school and enter a community college as transfers. Beginning in 1998-99 these students are coded as dropouts.

NUMBER OF GEDs/AHSDs AWARDED, 1999-2000

COLLEGE	TOTAL FTE	AHS	GED	TOTAL AHS/GED
Alamance CC	2,697	22	341	363
Asheville-Buncombe TCC	4,180	3	534	537
Beaufort County CC	1,675	*	122	122
Bladen CC	983	9	89	98
Blue Ridge CC	1,911	18	363	381
Brunswick CC	1,110	17	105	122
Caldwell CC & TI	2,916	51	330	381
Cape Fear CC	4,796	112	318	430
Carteret CC	1,452	46	168	214
Catawba Valley CC	3,265	*	369	369
Central Carolina CC	4,302	219	390	609
Central Piedmont CC	10,731	199	454	653
Cleveland CC	1,983	70	55	125
Coastal Carolina CC	4,041	52	323	375
College of the Albemarle	1,960	58	325	383
Craven CC	2,104	30	138	168
Davidson County CC	2,450	53	159	212
Durham TCC	3,682	68	127	195
Edgecombe CC	1,800	16	207	223
Fayetteville TCC	8,722	71	267	338
Forsyth TCC	5,144	139	599	738
Gaston College	3,522	73	507	580
Guilford TCC	6,771	204	530	734
Halifax CC	1,663	*	119	119
Haywood CC	1,564	*	124	124
Isothermal CC	2,049	109	198	307
James Sprunt CC	1,157	5	94	99
Johnston CC	2,943	80	96	176
Lenoir CC	2,472	38	194	232
Martin CC	1,000	10	76	86
Mayland CC	1,035	2	287	289
McDowell TCC	1,142	*	144	144
Mitchell CC	1,699	*	310	310
Montgomery CC	657	*	43	43
Nash CC	1,880	26	177	203
Pamlico CC	431	*	59	59
Piedmont CC	1,680	*	176	176
Pitt CC	4,281	29	259	288
Randolph CC	2,060	40	222	262
Richmond CC	1,844	46	356	402
Roanoke-Chowan CC	886	*	122	122
Robeson CC	2,611	123	99	222
Rockingham CC	1,915	*	134	134
Rowan Cabarrus CC	3,851	56	343	399
Sampson CC	1,539	*	274	274
Sandhills CC	3,342	24	321	345
South Piedmont CC	1,502	89	229	318
Southeastern CC	2,319	35	164	199
Southwestern CC	1,945	25	359	384
Stanly CC	1,474	160	103	263
Surry CC	2,876	*	223	223
Tri-County CC	1,054	*	145	145
Vance-Granville CC	3,464	118	497	615
Wake TCC	8,292	61	657	718
Wayne CC	3,095	55	274	329
Western Piedmont CC	2,396	66	550	616
Wilkes CC	2,345	82	119	201
Wilson TCC	1,740	57	93	150
State Office		*	131	131
				0
System Total	158,399	2,864	14,591	17,455

* College does not offer the AHS program.

DIVERSE POPULATIONS LEARNING NEEDS MEASURE C: ***Percent of Basic Skills Students and Recent High School Graduates Enrolling in a Community College***

Description/Definition—Number and percent of basic skills students and recent high school graduates who enroll in a community college. The measure is designed to determine the number and percent that move directly from basic skills programs or high school into a community college curriculum or occupational extension program.

Methodology and Data Source—The Information Services Section produces an annual report on the number and percent of recent high school graduates enrolling in a community college. The number and percent of basic skills students enrolling in a curriculum or occupational extension course are determined by tracking basic skills students from one year to the next utilizing the registration files submitted by the colleges. The Planning and Research Section in the North Carolina Community College System Office analyzes the data.

Performance Target—By 2001, increase the percent of each target group that enroll in a community college by 10 percent.

Results—The tracking of basic skills students into curriculum or occupational extension is important for determining the success of community colleges in encouraging students to get the necessary skills for today's marketplace. Ten percent of the basic skills students that were enrolled in 1998-99 had continued their education in a community college in either occupational extension courses or curriculum programs during 1999-2000. The number increased by 10.4 percent, from 12,740 in 1998-99 to 14,069 in 1999-2000. Thus, the performance target of 10 percent was met. The enrollment of 1999 high school graduates totaled 59,714, or 32.6 percent of all high school graduates.

TRANSITION OF BASIC SKILLS STUDENTS AND HIGH SCHOOL GRADUATES TO OCCUPATIONAL EXTENSION AND CURRICULUM PROGRAMS

	BASIC SKILLS STUDENTS		HIGH SCHOOL GRADUATES	
YEAR ENROLLED	NUMBER	PERCENT INCREASE	NUMBER	PERCENT INCREASE
1998-99	12,740		58,922	
1999-00	14,069	10.4%	59,714	1.3%

DIVERSE POPULATIONS LEARNING NEEDS MEASURE D: ***Unduplicated Headcount in English as a Second Language***

Description/Definition—The number of individuals enrolled in English as a Second Language (ESL) programs in North Carolina Community Colleges.

Methodology and Data Source—Enrollment data on English as a Second Language are collected and reported annually by the North Carolina Community College System Office. The source of the data is the Literacy Education Information System (LEIS).

Performance Target—By 2001, increase the enrollment in English as a Second Language programs by 10 percent.

Results—The total number of students served by this program increased by 17 percent from 1998-99 to 1999-2000 reflecting the high demand for the program. Thus the performance target was achieved.

UNDUPLICATED HEADCOUNT ENROLLMENT IN ENGLISH AS A SECOND LANGUAGE (ESL) NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

YEAR	UNDUPLICATED ENROLLMENT	% INCREASE
1995-96	20,215	
1996-97	24,115	19.3
1997-98	26,053	8.0
1998-99	30,469	27.7
1999-00	35,696	17.2

UNDUPLICATED HEADCOUNT IN ENGLISH AS A SECOND LANGUAGE, 1999-2000

INSTITUTION	TOTAL FTE	ENGLISH AS A SECOND LANGUAGE				TOTAL
		PRE-LITERACY	BEGINNING	INTERMED.	ADVANCED	
Alamance CC	2,697	428	377	71	29	905
Asheville-Buncombe TCC	4,180	462	299	55	28	844
Beaufort County CC	1,675	280	46	13	5	344
Bladen CC	983	0	199	0	1	200
Blue Ridge CC	1,911	0	257	41	20	318
Brunswick CC	1,110	0	44	0	0	44
Caldwell CC & TI	2,916	110	334	74	28	546
Cape Fear CC	4,796	0	573	133	33	739
Carteret CC	1,452	0	38	19	15	72
Catawba Valley CC	3,265	622	653	336	23	1,634
Central Carolina CC	4,302	0	1,637	68	21	1,726
Central Piedmont CC	10,731	0	3,552	610	108	4,270
Cleveland CC	1,983	0	45	0	0	45
Coastal Carolina CC	4,041	163	76	7	0	246
College of the Albemarle	1,960	34	104	12	5	155
Craven CC	2,104	0	213	30	1	244
Davidson County CC	2,450	51	342	52	12	457
Durham TCC	3,682	290	1,437	680	339	2,746
Edgecombe CC	1,800	0	77	1	0	78
Fayetteville TCC	8,722	28	376	351	146	901
Forsyth TCC	5,144	216	1,360	386	197	2,159
Gaston College	3,522	0	276	28	8	312
Guilford TCC	6,771	999	1,395	480	233	3,107
Halifax CC	1,663	0	39	7	4	50
Haywood CC	1,564	17	98	20	14	149
Isothermal CC	2,049	70	175	25	7	277
James Sprunt CC	1,157	0	184	6	3	193
Johnston CC	2,943	0	392	10	3	405
Lenoir CC	2,472	13	170	5	0	188
Martin CC	1,000	0	103	0	2	105
Mayland CC	1,035	71	35	17	5	128
McDowell TCC	1,142	0	203	23	13	239
Mitchell CC	1,699	0	479	130	40	649
Montgomery CC	657	0	176	8	4	188
Nash CC	1,880	16	111	3	0	130
Pamlico CC	431	1	56	4	0	61
Piedmont CC	1,680	0	26	3	3	32
Pitt CC	4,281	3	229	12	2	246
Randolph CC	2,060	72	332	104	64	572
Richmond CC	1,844	0	149	6	3	158
Roanoke-Chowan CC	886	0	23	4	1	28
Robeson CC	2,611	0	225	0	0	225
Rockingham CC	1,915	0	256	32	7	295
Rowan Cabarrus CC	3,851	133	824	102	51	1,110
Sampson CC	1,539	0	213	28	12	253
Sandhills CC	3,342	95	187	22	9	313
South Piedmont CC	1,502	89	223	44	44	400
Southeastern CC	2,319	0	72	0	0	72
Southwestern CC	1,945	10	44	10	1	65
Stanly CC	1,474	0	121	1	2	124
Surry CC	2,876	4	429	83	11	527
Tri-County CC	1,054	1	21	6	0	28
Vance-Granville CC	3,464	3	338	3	0	344
Wake TCC	8,292	1,126	1,883	1,050	732	4,791
Wayne CC	3,095	0	224	27	6	257
Western Piedmont CC	2,396	1	253	28	1	283
Wilkes CC	2,345	13	360	32	1	406
Wilson TCC	1,740	0	313	0	0	313
System Totals	158,400	5,421	22,676	5,302	2,297	35,696

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DIVERSE POPULATIONS LEARNING NEEDS MEASURE E: ***Number of Colleges Establishing Partnerships to Address Needs of Current and Former Welfare Recipients***

Description/Definition—The number of colleges that establish partnerships with other federal, state and local agencies and employers to address the needs of current and former welfare recipients.

Methodology and Data Source—Information on the number and types of partnerships designed to address the needs of current and former welfare recipients in which community colleges play a role will be gathered by the Economic and Workforce Development Division of the North Carolina Community College System Office. The source of the data will be a survey of the colleges.

Performance Target—No performance target has been established for this measure.

Results—This measure was identified during 1998-99 and implemented in 1999-00. No data are available yet.

DIVERSE POPULATIONS LEARNING NEEDS MEASURE F: ***Number of Under-Represented Students Enrolled Per Category***

Definition/Description—This measure is intended to examine the enrollment of under-represented students in community college programs. Once categories of "under-represented" students are defined, data on enrollment trends for the categories can be developed.

Methodology and Data Source—The source of the data for this measure is the curriculum and extension registration files maintained by the System Office. The major task to be achieved in addressing this measure is to define the categories of "under-represented" students. Once defined, the registration files will be analyzed to determine enrollment figures.

Performance Target—By 2001, identify populations under-represented in community college programs and increase their enrollment by 10 percent.

Results—No progress has been made in the identification of "under-represented" students. Once these data are identified, then enrollment data can be provided.

DIVERSE POPULATIONS LEARNING NEEDS MEASURE G: ***Percent of Students Receiving Financial Aid and Amount of Aid Compared with Cost of Attendance***

Description/Definition—The percent of curriculum students enrolled in award granting programs who receive some type of financial aid and the average amount of that aid compared with the cost of attendance. For purposes of this measure, cost of attendance includes tuition and fees, books and supplies, and other expenses.

Methodology and Data Source—Data on number of students receiving financial aid and the amount of the aid are collected and reported annually by the UNC-General Administration. The data are published in the Statistical Abstract of Higher Education in North Carolina. Beginning in 1999-00, data on the cost of attendance are reported by each college as part of the federal IPEDS data collection system. This information is downloaded from the IPEDS database and average cost of attendance for the System is calculated.

Performance Target—No performance target level has been set for this measure.

Results—The number of students receiving financial aid in 1999-2000 decreased by 6,954. At the same time, the average amount of aid received decreased slightly by $96.

NUMBER AND PERCENT OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

YEAR	NUMBER OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID*	PERCENT OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID*	AVERAGE DOLLAR VALUE
1995-96	72,616	42.6	$1,010
1996-97	79,481	48.3	$967
1997-98	77,301	51.6	$1,229
1998-99	90,408	54.0	$1,607
1999-00	83,454	50.4	$1,511

* Number and percent based on number of curriculum students enrolled in associate degree, diploma and certificate granting programs. Students enrolled in transition programs (special credit, dual enrollment and Huskins Bill) are not eligible for financial aid.

DIVERSE POPULATIONS LEARNING NEEDS MEASURE H: ***Percent of the Adult Population in Service Area Enrolled***

Description/Definition—The percent of the adult population in each college's service area enrolled in either curriculum or continuing education.

Methodology and Data Source—Unduplicated headcount for each college is determined from the curriculum and continuing education registration data files. The service area population data are derived from population statistics available from the State Demographers Office. The population data are for individuals 18 years or older.

Performance Target—No performance target level has been set for this measure.

Results Percent of adult population served increased from 10.0 percent in 1998-99 to 12.9 percent in 1999-00. Enrollment in 1999-00 declined slightly by 2,191 from 1998-99. This reflects a decrease in adult population in North Carolina.

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED PER COLLEGE (STATE AVERAGE)

YEAR	% OF SERVICE AREA POPULATION ENROLLED (SYSTEM AVE. PER COLLEGE)
1995-96	14.0
1996-97	14.1
1997-98	12.6
1998-99	10.0
1999-00	12.9

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED, 1999-2000

COLLEGE	TOTAL FTE	ANNUAL ENROLLMENT	SERVICE AREA 18 & UP	PERCENTAGE
Alamance CC	2,697	14,035	95,748	14.66%
Asheville-Buncombe TCC	4,180	25,511	166,426	15.33%
Beaufort County CC	1,675	7,157	50,295	14.23%
Bladen CC	983	4,673	23,279	20.07%
Blue Ridge CC	1,911	13,802	88,894	15.53%
Brunswick CC	1,110	6,809	54,836	12.42%
Caldwell CC & TI	2,916	13,927	92,735	15.02%
Cape Fear CC	4,796	22,108	145,993	15.14%
Carteret CC	1,452	6,602	47,082	14.02%
Catawba Valley CC	3,265	19,071	127,797	14.92%
Central Carolina CC	4,302	17,122	137,334	12.47%
Central Piedmont CC	10,731	59,292	479,394	12.37%
Cleveland CC	1,983	8,100	70,203	11.54%
Coastal Carolina CC	4,041	26,551	107,941	24.60%
College of the Albemarle	1,960	9,444	92,791	10.18%
Craven CC	2,104	10,591	67,359	15.72%
Davidson County CC	2,450	11,826	134,530	8.79%
Durham TCC	3,682	18,438	241,391	7.64%
Edgecombe CC	1,800	7,771	38,586	20.14%
Fayetteville TCC	8,722	39,279	209,264	18.77%
Forsyth TCC	5,144	29,127	255,680	11.39%
Gaston College	3,552	18,972	180,912	10.49%
Guilford TCC	6,771	36,164	302,520	11.95%
Halifax CC	1,663	7,722	50,243	15.37%
Haywood CC	1,564	7,559	41,875	18.05%
Isothermal CC	2,049	9,430	59,611	15.82%
James Sprunt CC	1,157	5,942	32,999	18.01%
Johnston CC	2,943	13,091	84,500	15.49%
Lenoir CC	2,472	12,882	64,709	19.91%
Martin CC	1,000	4,628	34,409	13.45%
Mayland CC	1,035	5,678	37,723	15.05%
McDowell TCC	1,142	7,169	31,922	22.46%
Mitchell CC	1,699	9,124	89,611	10.18%
Montgomery CC	657	3,621	18,608	19.46%
Nash CC	1,880	10,709	67,174	15.94%
Pamlico CC	431	1,810	9,892	18.30%
Piedmont CC	1,680	7,328	43,114	17.00%
Pitt CC	4,281	16,288	95,910	16.98%
Randolph CC	2,060	10,793	95,435	11.31%
Richmond CC	1,844	7,828	58,224	13.44%
Roanoke-Chowan CC	886	3,669	37,764	9.72%
Robeson CC	2,611	11,473	81,457	14.08%
Rockingham CC	1,915	11,354	68,964	16.46%
Rowan Cabarrus CC	3,851	19,840	190,313	10.42%
Sampson CC	1,539	7,127	40,755	17.49%
Sandhills CC	3,342	14,757	78,762	18.74%
South Piedmont CC	1,502	8,122	101,915	7.97%
Southeastern CC	2,319	8,422	39,227	21.47%
Southwestern CC	1,945	9,944	56,809	17.50%
Stanly CC	1,474	6,427	125,929	5.10%
Surry CC	2,876	12,744	81,517	15.63%
Tri-County CC	1,054	4,862	31,140	15.61%
Vance-Granville CC	3,464	16,100	110,925	14.51%
Wake TCC	8,292	46,135	447,099	10.32%
Wayne CC	3,095	13,400	85,169	15.73%
Western Piedmont CC	2,396	14,243	64,833	21.97%
Wilkes CC	2,345	11,316	77,442	14.61%
Wilson TCC	1,740	10,915	51,865	21.05%
System Totals	158,399	757,745	5,898,834	12.85%

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CRITICAL SUCCESS FACTOR IV: RESOURCES

For any institution, educational or industrial, there is a critical mass of resources necessary for the organization to perform at an optimal level. When resources fall below this critical mass level, or when increased demand outstrips available resources, performance declines and quality suffers. The level of resources can be thought of as an indicator of the health of an organization.

An examination of the colleges' resources will indicate the capability of the institutions in providing quality educational programs. Whereas resources alone do not guarantee that a quality education will be present, without the appropriate resources, a college cannot provide students with an adequate learning experience.

The measures selected as indicators of the health of the System and the colleges as determined by resources are:

A. Percent of college libraries meeting ALA standards

B. Total dollar amount of budget transfers between program areas made by community colleges

C. Average nine-month faculty salaries as a percent of the SREB average

D. Retention rate for full-time faculty with less than five years experience

E. Number of faculty and staff participating in professional development activities

F. Percent of facilities meeting the "satisfactory" building condition

G. Ratio of occupational extension FTE dollar allotment to curriculum FTE dollar allotment

RESOURCES MEASURE A: ***Percent of College Libraries Meeting the ALA Standards***

Description/Definition—The percent of colleges meeting the American Library Association standards for community, junior and technical colleges. Specifically, this measure looks at percent meeting the standards for number of book titles, serial subscriptions, expenditure per FTE minus salaries, library staff, and square footage.

Methodology and Data Source—The library data are collected through the North Carolina Higher Education Data System (NCHEDS) and the federal IPEDS data collection. The data are published in the Statistical Abstract of Higher Education in North Carolina, an annual publication of the UNC-General Administration. Data available from this publication are then compared with the standards set by the ALA to determine which colleges meet the standards. It should be noted that the ALA standards vary based on FTE of the college.

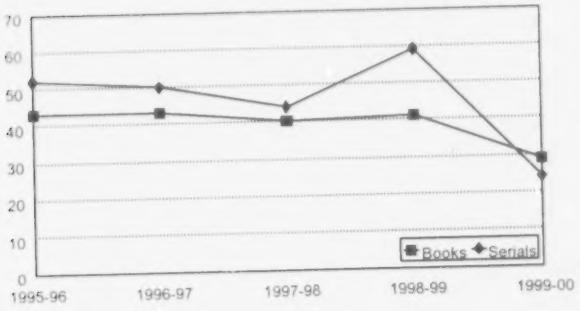
Performance Target—No performance target level has been set for this measure.

Results—The data show that less than half the colleges meet any of the ALA minimum standards. It should be noted that the standards related to books, serials and square footage may not be as relevant with the expansion of online resources.

LEARNING RESOURCE CENTERS: COMPLIANCE WITH ACRL STANDARDS, 1999-00

MEASURE	BELOW STANDARD		MINIMUM LEVEL		EXCELLENT LEVEL	
	#	%	#	%	#	%
# of Book Titles	41	71	15	26	2	3
Serial Subscriptions	44	76	14	24	0	0
Expenditure per FTE Minus Salaries	57	98	1	2	0	0
Library Staff	49	84	9	16	0	0
Square Footage	58	100	0	0	0	0

Percentage of LRCs Meeting Standard



	1995-96	1996-97	1997-98	1998-99	1999-00
Books	43	43	40	41	29
Serials	52	50	44	59	24

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RESOURCES MEASURE B: Total Dollar Amount of Budget Transfers Between Program Areas Made by Community Colleges

Description/Definition—The purpose of this measure is to serve as an indicator of the effectiveness of the resource allocation model being used by the North Carolina Community College System. The measure is simply the total dollar amount of budget transfers across program areas made by the community colleges.

Methodology and Data Source—The source of the data are the budget accounting records maintained by the Business and Finance Division of the North Carolina Community College System Office. The total dollar amount transferred is calculated by the Business and Finance Division by comparing the initial allocation of funds with final expenditures.

Performance Target—No performance target was set for this measure.

Results—In 1999-2000, a total of $1.9 million was transferred between program areas by community colleges. This represents 0.65 percent of the total initial allocation.

RESOURCES MEASURE C: Average Nine-Month Faculty Salaries as a Percent of the SREB Average

Description/Definition—The nine-month average faculty salary for full-time curriculum faculty compared with the nine-month average faculty salary for full-time curriculum faculty at public, two-year institutions in the Southern Regional Education Board (SREB) states. To allow comparisons across states, a nine-month salary figure is calculated for full-time curriculum faculty; based on a computed nine-month salary.

Methodology and Data Source—Source of the North Carolina community college faculty salaries is the fall staff data file submitted annually by each college. Total monthly salary for each full-time curriculum faculty is selected from the college data files. A nine-month salary for each full-time faculty is then calculated by multiplying the total monthly salary by 9. An average nine-month salary is then calculated for the college and the System. The SREB nine-month average salary is obtained from an annual publication titled SREB Data Exchange. The average nine-month faculty salaries are presented by state and an overall SREB average is calculated.

This measure presents data on the ranking of North Carolina among the 16 SREB states in faculty salaries and calculates the percent of North Carolina faculty salaries as a function of the SREB average nine-month faculty salary.

The same methodology will be used to calculate average staff salaries once these data are available from the SREB. Until such data are available, the median salary for selected staff positions are compared with the median salaries for the same position as reported by a national survey of the College and University Personnel Association (CUPA). The positions selected are those which can be matched between the CUPA survey and the North Carolina community college classification scheme.

Performance Target—By 2001, increase the average nine-month salaries of full-time curriculum faculty and staff from 83.3 percent of the Southern Regional Education Board (SREB) average to the SREB average.

Results—The data show that no progress has been made in closing the gap between North Carolina average nine-month salary for full-time curriculum faculty and the SREB average nine-month salary. In 1999-2000, the percent of the North Carolina average nine-month salary as a function of the SREB average salary remained essentially the same, although the performance target was achieved. The average nine-month salaries of full-time curriculum faculty and staff was 85.3 percent of the SREB average.

AVERAGE 9-MONTH SALARY OF FULL-TIME CURRICULUM FACULTY AT TWO-YEAR PUBLIC INSTITUTIONS: A COMPARISON OF NORTH CAROLINA TO THE SREB AVERAGE, 1994-95 TO 1999-2000

ACADEMIC YEAR	NC 9-MONTH SREB AVERAGE	SREB AVERAGE	SREB RANK*	% OF SREB AVERAGE
1995-96	$30,106	$36,146	15	83.3
1996-97	$30,124	$37,163	15	87.1
1997-98	$32,206	$37,677	15	85.5
1998-99	$33,207	$38,777	14**	85.6
1999-00	$34,527	$40,476	16***	85.3

*Ranking of 15 Southern Regional Education Board (SREB) states

**Kentucky did not report data in 1998-99; ranking is based on 14 states

***Delaware recently became the 16th state to join SREB.

NORTH CAROLINA COMMUNITY COLLEGE MEDIAN ADMINISTRATIVE SALARIES COMPARED WITH NATIONAL MEDIANS

EMPLOYEE CATEGORY	CUPA MEDIAN SALARY 1999-2000	NC MEDIAN SALARY 1999-2000
Executive		
President	$115,268	$115,104
Executive Vice President	98,696	74,076
Academic		
Chief Instructional Officer	$84,814	$70,944
Administrator-Vocational	66,635	56,574
Administrator-LRC	52,599	52,614
Institutional Research	49,796	47,988
Administrative		
Chief Business Officer	$79,709	$71,478
Inst. Research/Planning	68,658	62,832
Supervising-Accounting	49,428	41,172
Mgmt/Plant Operations	58,569	38,772
Admin.-Computer Center	67,514	55,716
Computer Systems Admin.	58,794	39,648
Personnel Officer	58,904	37,272
Purchasing	48,071	35,982
Printing	36,189	24,474
External Affairs		
Inst. Development Officer	$50,348	$39,924
Public Information	53,283	36,552
Student Services		
Chief Student Services Officer	$72,986	$64,266
Admin.-Student Services	65,963	54,042
Financial Aid Officer	50,000	37,932
Registrar/Admissions	55,470	40,740

RESOURCES MEASURE D: Retention Rate for Full-Time Faculty with Less than Five Years of Experience

Definition/Description—The number and percent of full-time faculty with less than five years of experience who are retained the following year.

Methodology and Data Source—The source of data for this measure is the fall staff data file submitted annually by each college. A subset of the data file is created which contains data on all full-time faculty with less than five years experience. This data file is then compared with the fall staff data file for the following year to determine the number and percent of full-time faculty with less than five years of experience that are retained.

Performance Target—By 2001, increase by 5 percent the year-to-year retention of full-time faculty with less than five years of experience.

Results—The majority of full-time faculty with less than five years teaching do return to teach the following year. The rate of retention of faculty increased from 90.1 percent in 1998-99 to 91.3 percent in 1999-2000. While this retention figure appears high, it should be noted that full-time faculty with less than five years experience account for approximately 36 percent of all non-returning full-time faculty, including retirees.

RETENTION RATE FOR FULL-TIME FACULTY WITH LESS THAN FIVE YEARS EXPERIENCE

YEAR	TOTAL NUMBER OF FACULTY WITH LESS THAN FIVE YEARS EXPERIENCE	NUMBER WHO ARE RETAINED	PERCENT RETAINED
1998-1999	1,243	1,120	90.1
1999-2000	1,276	1,165	91.3

RESOURCES MEASURE E: Number of Faculty and Staff Participating in Professional Development Activities

Definition/Description—The number of faculty and staff who participate in TIER A funded professional development activities.

Methodology and Data Source—The data are collected annually by the Academic and Student Services Division of the North Carolina Community College System Office. The data are submitted annually by the colleges to the System Office as a requirement for receiving TIER A professional development funds.

Performance Target—By 2001, increase by 10 percent the participation of faculty and staff in professional development programs.

Results—In 1999-2000, 3,610 faculty and staff participated in TIER A sponsored professional development activities. Information is not available on the types of activities or length of participation.

NUMBER OF FACULTY AND STAFF PARTICIPATING
IN TIER A PROFESSIONAL DEVELOPMENT 1999-2000

COLLEGE	TOTAL FTE	NUMBER OF FACULTY & STAFF
Alamance CC	2,697	168
Asheville-Buncombe TCC	4,180	32
Beaufort County CC	1,675	14
Bladen CC	983	24
Blue Ridge CC	1,911	72
Brunswick CC	1,110	34
Caldwell CC & TI	2,916	37
Cape Fear CC	4,796	144
Carteret CC	1,452	9
Catawba Valley CC	3,265	43
Central Carolina CC	4,302	54
Central Piedmont CC	10,731	64
Cleveland CC	1,983	22
Coastal Carolina CC	4,041	23
College of the Albemarle	1,960	31
Craven CC	2,104	84
Davidson County CC	2,450	44
Durham TCC	3,682	71
Edgecombe CC	1,800	57
Fayetteville TCC	8,722	170
Forsyth TCC	5,144	63
Gaston College	3,522	171
Guilford TCC	6,771	68
Halifax CC	1,663	19
Haywood CC	1,564	26
Isothermal CC	2,049	127
James Sprunt CC	1,157	217
Johnston CC	2,943	61
Lenoir CC	2,472	74
Martin CC	1,000	20
Mayland CC	1,035	31
McDowell TCC	1,142	273
Mitchell CC	1,699	167
Montgomery CC	657	141
Nash CC	1,880	114
Pamlico CC	431	6
Piedmont CC	1,680	36
Pitt CC	4,281	81
Randolph CC	2,060	86
Richmond CC	1,844	28
Roanoke-Chowan CC	886	47
Robeson CC	2,611	55
Rockingham CC	1,915	27
Rowan Cabarrus CC	3,851	170
Sampson CC	1,539	43
Sandhills CC	3,342	52
South Piedmont CC	1,502	21
Southeastern CC	2,319	19
Southwestern CC	1,945	13
Stanly CC	1,474	14
Surry CC	2,876	44
Tri-County CC	1,054	17
Vance-Granville CC	3,464	62
Wake TCC	8,292	54
Wayne CC	3,095	65
Western Piedmont CC	2,396	60
Wilkes CC	2,345	26
Wilson TCC	1,740	29
System Totals	158,399	3,824

RESOURCES MEASURE F: Percent of Facilities Meeting the "Satisfactory" Building Condition

Definition/Description—The percent of community college facilities that meet "satisfactory" building conditions as measured in the Annual Facilities Inventory and Utilization Study. "Satisfactory" is defined as the facility is suitable for continued use with normal maintenance.

Methodology and Data Source—Data are collected from the colleges and analyzed annually by the Higher Education Facilities Commission housed at UNC-General Administration. The rating of facilities as "satisfactory" is done by the individual colleges. The measure is the percent of all facilities that meet the satisfactory building condition.

Performance Target—By 2001, improve by 10 percent the statewide percentage of facilities meeting "satisfactory" building conditions, as measured in the Annual Facilities Inventory and Utilization Study.

Results—In 1999-2000, 90 percent of statewide facilities met the "satisfactory" building conditions.

RESOURCES MEASURE G: Ratio of Occupational Extension FTE Dollar Allotment to Curriculum FTE Dollar Allotment

Description/Definition—The ratio of dollars allocated per occupational extension FTE to dollars allocated per curriculum FTE generated by community colleges.

Methodology and Data Source—The source of the data is the Business and Finance Division of the North Carolina Community College System Office. The measure is simply a ratio comparing the dollar value of an occupational extension FTE to the dollar value of a curriculum FTE.

Performance Target—By 2000, increase the funding level of occupational extension offerings to that of curriculum programs.

Results—In 1999-2000, the ratio of the occupational extension FTE dollar allotment to the curriculum FTE dollar allotment was 1 to 1.14 (1:1.14), meaning that for every dollar generated by an occupational extension FTE, $1.14 was generated by a curriculum FTE.

CRITICAL SUCCESS FACTOR V: TECHNOLOGY

The application of technology to education represents a critical factor in the success of community colleges meeting the education and training needs of the citizens of North Carolina. Whether it is to meet the demands of employers for workers with the latest high-tech skills or to meet the growing demand for education and training from people throughout the state, the community colleges must continue to integrate technology into the way programs are delivered and upgrade faculty on the uses of the new technology.

In order to meet the challenges of the technological challenges of the future, the community college system must focus on three areas. First, the technological infrastructure that supports the delivery of instruction must be fully developed. Second, faculty must be trained in the use of new technologies. Third, courses and programs that can be delivered by way of these new technologies must be developed and made available.

The measures comprising the critical success factor of technology are:

A. Number of participants in internally-contracted professional development activities on technology based competencies

B. Number of participants in system-sponsored instructional technology conferences

C. Number of colleges participating in the NC Virtual Learning Community

D. Number of colleges connected to the North Carolina Integrated Information Network

E. Number of colleges possessing the FCC license for wireless cable systems

F. Number of courses and programs offered via telecourse, wireless cable, the Internet, two-way video, etc.

G. Number of courses offered through the NC Virtual Learning Community

H. Enrollment in courses offered through the NC Virtual Learning Community

TECHNOLOGY MEASURE A: ***Number of Participants in Internally Contracted Professional Development Activities on Technology-Based Competencies***

Description/Definition—Recognizing the knowledge and skills that some North Carolina community college faculty and staff have developed in the area of technology, this measure is designed to encourage more use of faculty and staff as leaders of professional development activities in the area of technology-based competencies. The measure will be the number of participants in these "internally contracted" professional development activities.

Methodology and Data Source—Data will be collected by the Academic and Student Services Division of the North Carolina Community College System Office as part of their annual evaluation of professional development activities and distance learning activities.

Performance Target—By 2000, organize and deliver internally-contracted professional development activities on technology-based competencies for 25 percent of full-time faculty and staff for each college.

Results—Data are not available yet.

TECHNOLOGY MEASURE B: ***Number of Participants in System Sponsored Instructional Technology Conferences***

Description/Definition—The number of community college faculty and staff who participate in instructional technology conferences sponsored by the North Carolina Community College System.

Methodology and Data Source—Data were collected by the Academic and Student Services Division of the North Carolina Community College System Office as part of their annual evaluation of professional development activities and distance learning activities.

Performance Target—No performance target level has been set for this measure.

Results—In 1999-2000, 3,017 faculty and staff participated in system sponsored instructional technology conferences.

TECHNOLOGY MEASURE C: ***Number of Colleges Participating in the NC Virtual Learning Community***

Description/Definition—The North Carolina Virtual Learning Community is a consortium of community colleges sharing in the development and delivery of courseware via the Internet. This measure is a simple count of the number of community colleges participating in the virtual learning community.

Methodology and Data Source—Data on courses offered through the virtual learning community and number of colleges participating will be collected by the North Carolina Community College System Office.

Performance Target—By September 2000, begin delivery of instruction through the NC Virtual Learning Community.

Results—All 58 community colleges joined the virtual learning community in 1998. The performance target was achieved by offering 10 courses through NC Virtual Learning Community.

TECHNOLOGY MEASURE D: ***Number of Colleges Connected to the North Carolina Integrated Information Network***

Description/Definition—One objective of the 1999-2001 Strategic Plan is to increase by 10 percent the number of education and training opportunities available through alternate delivery systems. This measure provides information on the number of community colleges connected to the North Carolina Integrated Information Network.

Methodology and Data Source—Data on the number of colleges connected to the North Carolina Integrated Information Network are maintained by the Administration Division of the North Carolina Community College System Office.

Performance Target—No performance target level has been set for this measure.

Results—In 1999-2000, the number of colleges connected to the North Carolina Integrated Information Network increased from 32 colleges to 37 colleges. The total number of different sites connected increased from 41 sites to 45 sites.

TECHNOLOGY MEASURE E: ***Number of Colleges Possessing the FCC License for Wireless Cable Systems***

Description/Definition—Community colleges have applied to the FCC for wireless cable or ITFS licenses. This measure is a count of the number of colleges that have been granted a license for wireless cable systems. The measure supports the objective in the 1999-2001 Strategic Plan to increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

Methodology and Data Source—The Administration Division of the North Carolina Community College System Office maintains data on the number of colleges who have been granted a wireless cable systems license.

Performance Target—No performance target level has been set for this measure.

Results—In 1999-2000, 17 colleges had been granted licenses for wireless cable systems. Their applications are in the process of being amended to the digital, broadband connectivity to the Internet. An additional 22 colleges have applications pending; they are also amending their applications to show the new utilization.

TECHNOLOGY MEASURE F: ***Number of Courses and Programs Offered via Telecourse, Wireless Cable, the Internet, Two-Way Video, etc.***

Description/Definition—Number of courses and programs offered and enrollment in courses and programs offered through telecourses, wireless cable, the Internet, two-way video, and other alternate delivery systems. The measure supports the objective in the 1999-2001 Strategic Plan to increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

Methodology and Data Source—Data on number of courses/programs offered and enrollment in those programs and courses is maintained by the Academic and Student Services Division of the North Carolina Community College System Office as part of the evaluation of distance learning activities. The data available for 1998-99 were gathered through a survey of community colleges by the Distance Learning Section of the System Office.

Performance Target—By 2001, an increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

Results—In 1999-2000, 290 curriculum courses were offered through alternate delivery systems. Enrollment in these courses totaled 44,349 students. The table below gives the enrollment by method of delivery.

ENROLLMENT IN DISTANCE LEARNING COURSES
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

DELIVERY MODE	1998-99 ENROLLMENT	1999-00 ENROLLMENT
Telecourses	7,494	18,585
Internet Courses	9,597	17,251
Two-Way Video Courses (NC Information Highway)	4,314	7,168
Tele-Web Courses (Telecourse + Internet)	1,066	547
Other Courses	695	798

TECHNOLOGY MEASURE G: *Number of Courses Offered Through the NC Virtual Learning Community*

Description/Definition—The number of courses offered through the NC Virtual Learning Community. These are courses that have been developed by and accepted for use in the NC Virtual Learning Community.

Methodology and Data Source—The Academic and Student Services Division of the North Carolina Community College System Office maintains data on the courses offered through the NC Virtual Learning Community.

Performance Target—By September 2000, begin delivery of instruction through the NC Virtual Learning Community. No specific performance target level for number of courses offered has been set.

Results—In 1999-2000, ten (10) courses were available through the NC Virtual Learning Community.

TECHNOLOGY MEASURE H: *Enrollment in Courses Offered Through the NC Virtual Learning Community*

Description/Definition—The enrollment in courses offered through the NC Virtual Learning Community.

Methodology and Data Source—The Academic and Student Services Division of the North Carolina Community College System Office maintains data on the courses offered through the NC Virtual Learning Community.

Performance Target—No specific performance target level for enrollment in courses offered has been set.

Results—The enrollment data cannot be tracked. This measure should be deleted.